

The Ball State University African American Alumni Oral History Project – Phase II

An Honors Thesis

by

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Thesis Advisor

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**Ball State University
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Abstract

The experiences of African Americans in higher education during the twentieth century is not well documented. African Americans are often excluded from the histories of institutions of higher education, with the exception of Historically Black Colleges and Universities. Ball State University is not an exception to this trend. The experiences of African American students who attended Ball State University over the past several decades have been largely overlooked. This is a result of a lack of historical evidence regarding their time spent at the university. In order to gain a better perspective on the experiences of African American students, those students need to share their stories. As a team member for the second phase of the Ball State University African American Alumni Oral History Project, I took part in building primary sources in the form of oral history interviews. I conducted interviews with two African American alumni who attend Ball State in the mid-twentieth century, Dr. Robert Coatie and Dr. Linda Wilson. My thesis includes my two interviews and transcriptions, and represents my contribution to the larger oral history project that took place during the spring semester of 2017.

Acknowledgements

I would like to thank Dr. Michael Doyle for organizing and supervising this project, as well as serving as my advisor this semester. Without his expertise and dedication, the project would have been unable to exist and thrive.

I would like to also thank our Assistant Project Supervisors Chris Reidy and Frank Lacopo, as well as Eleanor Johnson for the countless hours they donated to helping this project.

I would like to thank the other student members of the team: Tanner Barton, Nick Evans Marquice Gee, Allison Hunt, Mitch Kissick, Jenn Kunkle, Anna Muckenfuss, Charity Munro, and Lavonte Pugh. This was entirely a group effort. This project would not have been as successful or as enjoyable without your contributions and your company.

I would like to sincerely thank my two interviewees, Dr. Linda Wilson and Dr. Robert "Bob" Coatie. The afternoons I spent interviewing you were two of the most enjoyable afternoons I had the pleasure of experiencing in my four years at Ball State. Your stories are so valuable to the history of Ball State. Thank you for taking the time to share your memories and experiences.

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Process Analysis

I. Pre-Interview Stage

Dr. Michael Doyle decided to carry out the first Ball State University African American Alumni Oral History Project in spring 2015 was because he noticed that there was a lack of historical evidence regarding the experience of the African American students who attended Ball State University in the mid-to-late twentieth century. When Anthony Edmonds and Bruce Geelhoed published their book *Ball State University: An Interpretive History* in 2001, there were very few mentions of African American students because there was a lack of documentation regarding of their experience that could be found during their research.¹ The purpose of this project, in addition to teaching student how to carry out a thorough oral history project, was to create content for the historical record, so that future historians will be able to access it during their research. Utilizing the Ball State University Immersive Learning format, Dr. Doyle assembled the first oral history team in 2015. This team conducted twenty-two interviews with Ball State African American Alumni. These interviews, along with their transcripts and a project documentary, were published to Ball State University's Digital Media Repository. Two years later, during the spring semester of 2017, Dr. Doyle assembled a second team of students to carry out the second phase of this project with twenty-two new interviewees. I, along with nine other undergraduate students, was chosen to participate in this phase of the project.

The first half of the semester was focused primarily on research. We read three books during this period to gain background knowledge in the areas we would deal with over the course

¹ Anthony O. Edmonds and E. Bruce Geelhoed. *Ball State University: An Interpretive History*. Bloomington: Indiana UP, 2001.

of the semester. These are discussed below. As a class, we took a trip to Washington, D.C. to visit the recently opened National Museum of African American History and Culture. We attended multiple workshops to gain the skills we needed to carry out the different parts of this project. We had daily reading assignment study questions to answer about each book we read to ensure that we were taking notice of the key concepts. Six pop quizzes were administered over these seven weeks to make sure we were keeping up with the reading. When we met twice a week for class during this time, the class period would be spent discussing the reading and highlighting and defining specific terms of interest. This research period help us to establish a foundation on which we could build out project.

The first book we read was *Ball State University: An Interpretive History*. This project is focused on interviewing alumni from one specific school: Ball State University. Therefore, before we started learning about the interviewees and their culture, it was imperative that we had an understanding of the school in which all of the interviewees had attended. This book was written by two Ball State professors, Dr. Anthony O. Edmonds and Dr. E. Bruce Geelhoed. The book provided a comprehensive history of the university from its founding in 1918 as the Indiana State Normal School Eastern Division up through the end of the twentieth century. Reading the book allowed us to gain a better understanding of how Ball State has evolved over the years as well as what the university atmosphere was like when our interviewees would have attended.

The second book we read in preparation for this project in *The Other Side of Middletown: Exploring Muncie's African American Community*.² When sociologists Robert and Helen Lynd

² Luke Eric Lassiter, Hurley Goodall, Elizabeth Campbell, and Michelle Johnson, eds. *The Other Side of Middletown: Exploring Muncie's African American Community*. Walnut Creek: AltaMira, 2004.

selected Muncie to be the focus of their Middletown case studies, they were unaware of the sizeable African American population that resided there and ignored them in their findings and published works. Seeing as how the African American experience and history in Muncie had been widely ignored, *The Other Side of Middletown* was published by Luke Eric Lassiter et al., so that people might be able to understand the history and the culture of the part of Muncie that the Lynds left out. The book was made possible through the combined efforts of anthropology professor Luke Eric Lassiter, the Virginia B. Ball Center for Creative Inquiry, and members of the Muncie African American community. This book helped us to understand how African American neighborhoods and communities, in particular that black community in Muncie, was structured and interacted with Ball State. Some of our interviewees, including one of mine, actually grew up in Muncie, so this book also provided some background information about our interviewees' lives.

None of the team members on this project, except for Dr. Doyle, had ever completed an oral history project before. We were all starting without skills and expertise in the field. In order to gain the knowledge we needed, and quickly, we read two texts about conducting oral history. The first was the book *Doing Oral History* by Donald Ritchie.³ This book was essentially a crash course in conducting oral histories. It provided a history of oral histories methodologies and the technology used to conduct them. It argued for the relevance of oral histories provided examples of the many different ways oral histories could be useful in studying the recent past. Ritchie provided many tips and rules for properly preparing for, conducting, and preserving oral histories. In addition to this book, we also read *The Oral History Manual* by Barbara W. Sommer

³ Donald Ritchie. *Doing Oral History*. 3rd ed. New York: Oxford UP, 2015.

and Mary Kay Quinlan.⁴ This manual was a concise handbook for conducting oral history interviews. Dr. Doyle went over this handbook and added his own advice and expertise during his Oral History Methods Workshop.

The weekend of February 10th through 12th, 2017, our team took a trip to Washington, D.C. to visit the newly opened National Museum of African American History and Culture. We split up into three groups and each group took a floor of the museum. While exploring each floor, team members were expected to think of potential questions to ask interviewees based off of the facts and information we found in the exhibits. There was a floor about culture, a floor about community, and a very large “floor” (actually three floors that started below ground level) about the history of African Americans. My group was in charge of the history floor and we spent three and half hours working out way through it and thinking of questions. This museum provided me with a tremendous amount of information about the history and experiences of African Americans, most of which I didn’t know before visiting. It is the official, national, museum about African American History and Culture and therefore offered the best and most substantial artifacts and research. This trip provided us with a wealth of information about African American history, culture, and community.

When we returned from our trip to Washington and finished reading the texts, we moved on to the preparation stage for the actual interviews. Each student filled out an availability sheet for when they would be about to conduct interviews. Once everyone had submitted their availability, we were each assigned two interviewees. Once we had the names of our

⁴ Barbara W. Sommer and Mary Kay Quinlan. *The Oral History Manual*. Walnut Creek, CA: AltaMira, 2003.

interviewees, we were expected to conduct in depth research and start composing individualized interview questions.

When an interviewee agrees to be a part of the project, they must submit a biographical information form. These forms provided the majority of the background information that I used to create my interview questions. Additionally, many of the interviewees sent supplemental material to their biographical forms. In my case, my interviewees sent in resumes, newspaper clippings, and articles that they had published. This information served to create a spring board into our further research on our interviewees. We had a Conducting Research on Ball State University and African American Alumni workshop with the Archives and Special Collections staff where they taught us how to effectively use the Archives and Special Collections and the Ball State Digital Media Repository to conduct targeted research on our interviewees.

Both of my interviewees provided me with enough information in their biographical forms and supplemental material that I didn't have to extensively research them in the archives or in the repository to get a feel on their lives. I was able to find additional information, primarily in the form of newspaper articles and photographs, about my interviewees that provided me with a richer idea of their experience here at Ball State. Once I had done enough preliminary research, I began to craft my questions for my interviewees. I chose to focus on three main areas: time before Ball State, during Ball State, and after attending Ball State. The thing about oral history interviews, at least the way we were trained to conduct them, was that we wanted them to flow naturally like a conversation. I had specific areas I intended to talk about but I needed to be able to react to what my interviewee was saying and think of questions on the spot to ask them based off of their answers to previous questions. My research therefore did more to provide me with

areas that I was hoping to talk about instead of specific questions that I was prepared to ask my interviewees.

Once I had my tailored topics ready for each interviewee, I conducted a pre-interview phone call with each one of them. The purpose of this phone call was mostly to introduce myself and establish a rapport with my interviewee. I let my interviewees know the general topics I was hoping to talk about so that they had the time to reflect on those topics before coming to campus for their interviews. Both of my interviewees had graduated from Ball State more than thirty-five years earlier, and so I wanted to give them time ahead of the interview to reminisce on these topics. Both my interviewees also suggested additional topics that they wanted to talk about during the interview. I answered a number questions they had about the interview and arranged a time and place to meet them on campus to escort them to the oral history studio on the day of their interview. After the phone calls, I finalized my list of individualized topics that I would take with me to the interview.

II. Interview Stage

Before we got to our official interviews, our team did two rounds of practice interviews. These interviews were conducted with a 2016 alumnus and a 2017 alumnus. The team was split up into two groups of five, and each group interviewed one of these men. My group and I interviewed 2017 alumnus James Wells and the other group of students interviewed 2016 alumnus Rishad Readus. The interviews ended up producing meaningful content and we ultimately decided to include them as a part of the final project, which brought our total of interviewees from twenty to twenty two. Following these interviews, we watched the video recordings and gave each team member was given constructive criticism about his or her

particular segment of the interview. This critique allowed us to work on the skills we needed to improve before the actual interview.

Each team member was assigned two interviewees and was expected to conduct two comprehensive interviews. Additionally, each team member was responsible for operating the camera and the sound system for two other interviews that other team members were conducting. Only two students on our student team had an extensive knowledge of the video and the audio equipment that we would be using for the interviews. At the beginning of the week that we started conducting the interviews, these two classmates held a workshop to train the other team members in operating the equipment. I served as videographer for the interviews with Marwin Strong and Ella McNeary.

I conducted my first interview was with Dr. Linda Wilson. I interviewed her in the Oral History Workshop studio on Ball State's campus on March 24th, 2017. Dr. Wilson attended Ball State as an out-of-state student from Louisville, Kentucky who came to Ball State University without knowing anything about the school. Not wanting to attend a historically black college or university and wanting to go somewhere where nobody knew her, she chose Ball State out of a book about schools that offered degrees in special education. She attended Ball State from 1968 to 1972 for her bachelor's degree and earned her Masters of Arts in Education Psychology from Ball State in 1973. I originally had planned to focus a lot of the conversation on her time after Ball State, since she didn't provide much information about what she was involved in here as a student. However, as our conversation naturally progressed, Dr. Wilson opened up and had a lot more to say about her time at Ball State as an undergraduate student. She spoke at length about the lack of social activities provided for African American students by the university and the role that the Special Programs House (now the Multicultural Center) played in the lives of minority

students. Dr. Wilson provided an excellent insight as to what it meant to be a female student of color during this time.

My second interviewee was Dr. Robert “Bob” Coatie, whom I interviewed on April 4th, 2017. While I had known that Dr. Wilson had worked for the Special Programs department during her time at Ball State as a graduate student, I hadn’t done much research on the program itself before her interview. I did an extensive amount of research about the program for Dr. Coatie’s interview, however, since he was the first Assistant Director of Special Programs at Ball State. Dr. Wilson actually talked about Dr. Coatie multiple times during her interview, so I knew his role in the program was substantial and I made sure to focus some of my questions around that. Dr. Coatie is also what he calls “a proud Munsonian.” He grew up in Muncie and had spent his childhood passing through campus and attending Ball State football games, so it wasn’t surprising that he chose to attend the university and play football here after he graduated high school in 1963. He was a student athlete, and although he placed a great deal of importance of education, his passion was football while he was a student at Ball State so I made sure to also have a specific section of the interview focused primarily on that part of his college career. He also received his Master of Arts in Counseling Psychology from Ball State. Dr. Coatie’s interview provided a different perspective on the early Special Programs department. It also provided a narrative about the experiences of an African American student athlete at this school and of an African American man during this time.

III. Post-Interview Stage

The interview stage of this project took approximately three weeks to complete, from the start of the first interview to the end of the last interview. Immediately following my interviews, I wrote a thank-you note to both of my interviewees. After mailing those, I began to work of on

the transcription phase of the project. Before an interview can be uploaded to the Digital Media Repository, we needed to create a transcription to go along with it. A transcription is a word-for-word written copy of an interview. The transcription would be broken down minute by minute and would be keyword searchable. The transcription would also be linked to the accompanying video of the interview so that viewers could find the exact moment in the interview when a phrase in the transcription was said. Once each interview was completed, the memory card from the camera was sent to Ball State's Unified Media Services. Unified Media Services immediately provided us with the audio track in digital format for us to use in transcribing out interviews.

As with the actual oral history interviews, most of the team had never done a transcription before. We had a "How to Prepare Oral History Interview Transcripts" workshop with the staff at the Archives and Special Collections office at the library to learn how to transcribe in the interviews in their entirety. We used the *Baylor University Institute for Oral History Style Guide* to format our transcriptions.⁵ Since the transcriptions would have to be approved by the Archives and Special Collections staff before they could be uploaded to the Digital Media Repository, I followed the style tips and transcribing rules they mentioned to us. This included removing almost all "crutch" words such as "um" and "oh". We used transcription software from Express Scribe to playback the audio while transcribing. Each hour of an interview took me approximately six hours to complete. Both of my interviews ended up lasting almost two hours, so I spent over twenty hours transcribing my two interviews. This process took me about two weeks to complete.

⁵ Baylor University Institute for Oral History Style Guide: A Quick Reference for Editing Oral History Transcripts. Waco, TX: Baylor University Institute for Oral History, 2015.

Once my transcriptions were completed, my individual duties for this project were over and I moved onto working on the group responsibilities. As a team, the ten of us students were responsible to creating a documentary about the project as a whole. The documentary ended up being about sixteen minutes long once it was completed, and it was titled *Tales Told Out of School: The Ball State University Africa American Alumni Oral History Project - II*. The entire team pitched in to create the documentary, with our team member who is a telecommunications major doing the bulk of the editing. I personally was responsible for gathering photos of interviewees that team member had gotten through their research or from their interviewees to serve as “B-Roll” footage. I also helped to extract highlights from the interview that supported with the themes that we wanted to highlight in the documentary. I was interviewed about my experience with this project and part of my interview was used in the documentary. Additionally, I was interviewed by the Office of Entrepreneurial Learning an excerpt of that interview was used in the three-minute documentary video they made about our project for the Spring 2017 Immersive Learning Showcase.

At the beginning of the project, we divided into three subcommittees. One dealt with contacting the interviewees before the interviews and scheduling the interviews. Another was in charge of the technology and the documentary. I served on the Events Planning and Promotions committee. We were in charge of planning our two showcases for the project at the end of the semester, inviting people to our main project showcase, and for promoting our main showcase. We created posters for the project and dealt with the room and refreshment reservations for our main project showcase on April 28th, 2017. I was in charge of drafting a formal invitation and sending it out to the interviewees, our community partners, and friends and family. The other two members of my committee and I were present for the entire Immersive Learning showcase on

May 1st, 2017 along with two other team members. The Immersive Learning showcase marked the end of our project.

I initially joined this project because it peaked my interest. Dr. Doyle advertised the class by emphasizing that students could learn how to conduct oral history interviews and I thought that would be an interesting and unique skill to have. Now, at the end of the project and reflecting back, I could not have predicted the number of other skills I would gain and improve over the four-month project. I gained new skills such as the ability to conduct quality research, how to transcribe interviews, and how to conduct an oral history project as a whole. I strengthened my organization, communication, time management, and writing skills. As a History minor, I have done my fair share of historical research. It means so much to me that I got to end my college career by creating history, in a way. The research and interviews I conducted will be added to the historical record of the African American experience, an area that is very important but often overlooked. I'm not only leaving this project with skills that I can use in the future, but I'm leaving knowing that I've done my part to contribute to history. Because of this project, I'm aware of the kind of impact that this kind of research and historical evidence can have and I'm honored to have been offered the opportunity to contribute and be a part of the story.

Oral History Portfolio

Linda Wilson

Ball State University Oral History Workshop
THE BALL STATE UNIVERSITY AFRICAN-AMERICAN ALUMNI
ORAL HISTORY PROJECT
(Honors 390C-1 / Honors 499-69 / History 499-3, Spring 2015)
Interviewee Biographical Information Short Form

[Oral History Workshop Interviewee Biographical Information Form-Short.515.docx]

Associate Professor Michael William Doyle, Project Director <mwdoyle@bsu.edu>
Assistant Directors Lisa Hensell <lmhensell@bsu.edu> and Chris Reidy <jreidy@bsu.edu>
Ball State University Department of History
Burkhardt Building 213
2000 W. University Ave.
Muncie, IN 47306-0480
(765) 285-8732

[If you need more room for answers, please attach a separate sheet]

Name (last, first, middle): Wilson, Linda Louise

Your Maiden Name (if applicable): Wilson

Postal Mailing Address (street or P.O. box no., city, state, and zip code): 8709
Lambach, Louisville, Kentucky 40220

Phone Number (home or cellular [circle which provided]): 502/883-4611 HOME,
502/396-1443 CELL

Phone Number (work): RETIRED

E-mail Address: llwils01@louisville.edu

Date of Birth (month, day, and year): April 16, 1950

Place of Birth (city and state): Louisville, Kentucky

Education: (High School Name, City and State, and Date Diploma or GED Received):

Louisville Male High School, Louisville, Kentucky High School Diploma 1968

Education: College or University Name(s), City and State, Dates Attended, Degree Received, Major(s) and Minor(s):

Ball State University; Muncie, Indiana; 1968 -1972, Bachelor of Science- Elementary Education
 Ball State University; Muncie, Indiana; 1972-1973, Masters of Arts in Educational Psychology
 University of Louisville, Louisville, Kentucky, 2009, Ph.D., College Student Personnel

Fraternal, social, political, religious organizations you were a member of at BSU:

Afro American Student Union, serving as Secretary, Treasurer and Co-Chair person during 1971 and 1972.

Served on the University's Admissions and Credit Committee, The International Affairs Committee and the Student Welfare Committee along with other student committees

Elected the Sweetheart Court in 1970 for the Omega Psi phi Fraternity

First runner-up in the second Miss Black Ball State Pageant in 1971

Listed in Who's Who in American Colleges and Universities in 1972

Employment: Employer(s) Name, City and State, Position Title, Dates of Employment:
BALL STATE UNIVERSITY

Served as the *Summer Orientation Coordinator for Black Freshmen* in 1971
Instructor for Directed Admissions Student Experimental (DAESP) Seminar classes, 1971-1972
 Special Programs House
Educational Programs Coordinator, Special Programs House, 1973

University of Texas- Austin, *Assistant Coordinator, Ethnic Student Services*, University of Texas, Austin, Texas, 1974-1975.

Student Personnel Administration: *Residence Director, Residence Life*, Ohio University, Athens, Ohio, 1975-1976.

Student Personnel Administration: *University of Nebraska-Lincoln, Housing Division*, Lincoln, Nebraska, 1976-1977. Employed as Summer Residence Hall Director and a full-time Residence Hall Director.

Superintendent of Personnel. Transit Authority of River City, Louisville, Kentucky, 1977-1983.

Assistant Administrator. Employee Benefits, Vermont American Corporation, Louisville, Kentucky, 1983-1984.

Personnel Coordinator II. City of Louisville (Municipal Government), Louisville, Kentucky, 1984-1985.

.UNIVERSITY OF LOUISVILLE

ASSOCIATE DIRECTOR, Center for Academic Achievement, University of Louisville, 1985 to 1992.

FOUNDING DIRECTOR, UofL Multicultural Center, University of Louisville, 1992 to 2000.

ASSOCIATE DIRECTOR, Community Relations and University Project Coordinator, 2001 to 2005. for *The COLLABORATIVE: Greater Louisville Business School Network for Urban Development,*

ASSOCIATE DIRECTOR FOR DIVERSITY INITIATIVES, Dean's Office, College of Arts & Sciences. 2005 to 2011

ASSOCIATE DIRECTOR FOR ADMINISTRATION & PROGRAMMING in ASIAN STUDIES, 2011 to 2013

INSTRUCTION. *Adjunct Professor, Indiana University, Southeast, School of Education, Graduate-level. Summer 2003 to 2012.*

INSTRUCTION. *Cultural diversity course section instructor and team teacher, Campus Culture course (ENG 100 and INSPIRE) 2007 to 2012, Speed School of Engineering. University of Louisville.*

INSTRUCTION. GEN 101, UofL Campus Culture course sections taught for faculty from the UofL College of Arts & Sciences, Speed Engineering School and School of Business.

INSTRUCTOR. Co-taught UofL Campus Culture course (14 weeks), Fall semester 1987, as a pilot orientation course for freshmen and new students. University of Louisville.

INSTRUCTION. *Bellarmino University, 2001 to 2013. Physical Therapy course sections.*

If Married, Name of Spouse and Date Married:

Married to Robert D. Jordan Sr. on August 29, 1992

Name(s) and Age(s) of Children:

Step-son Robert D. Jordan Jr. 42 years

Grand children Brandon Kyle, 20 years, Olivia 17 years, Lauryn 15 years, Dominick 8 years

Honors or Special Awards You Have Received or Offices Held (please be specific):

AWARD. 2011 Ambassador Award. Crane House, The Asian Institute. Louisville, Kentucky. February, 2011.

AWARD. 2010 Adult Achiever of the Year. National, the Black Achievers Program, Chestnut Street Family YMCA. Louisville, Kentucky. February 27, 2010.

AWARD. 2007 Outstanding Academic Achievement and Personal Growth Award. UofL Disability Resource Center (DRC), University of Louisville. Spring semester 2007.

AWARD. The 2001 President's Award, Ball State Black Alumni Constituent Society, Ball State University, Muncie, Indiana. August, 2001.

AWARD. Service Award, Chestnut Street YMCA Black Achievers Steering Committee, Chestnut Street Family YMCA. Louisville, Kentucky. 1998.

AWARD. ESSENCE OF WOMEN AWARD. Women's History Month Celebration. Women's Center, University of Louisville, March, 1998.

AWARD. *Community Service Award for multicultural and international education and women's issues and trends.* Louisville Chapter of LINKS, Inc. March, 1996.

MEMBER: National Association of Multicultural Education (NAME) Award selection committee, 2006-PRESENT.

MEMBER: E-Extension Project. Section member, Personnel. Collaboration with Purdue University. 2006-PRESENT.

CONSULTANT: Presbyterian Church on USA Headquarters providing Diversity training for its staff, 2002-2004.

UNIVERSITY REPRESENTATIVE AND TEAM MEMBER. *"Boundaries and Borderlands III: The Search for Recognition and Community in America"* Summer Institute (on cultural diversity and multiculturalism), Association of American Colleges and Universities (AAC&U); Brown University, Providence, Rhode Island; and its follow-up meeting, *"Diversity & Learning Conference"*, Pittsburgh, Pennsylvania. Summer 2000 and October 2000.

INSTRUCTION. Classroom presentations on cultural diversity multicultural education and racial prejudice reduction for faculty. Bellarmine University, University of Louisville and Spalding University, 1994 to 2013

DELEGATE AND FORUM PRESENTER. United Nation Non-governmental (NGO) Forum on Women, Beijing, China. August 1995; one of 12 UofL delegates and presented on Women and girls with political science faculty.

BOARD MEMBER, Chestnut Street Family YMCA; Black Achievers Program Board Member, Louisville, Kentucky, 2001 to present

My signature below signifies that I have voluntarily provided all my information on this document, and constitutes my release of this information to Ball State University's Oral History Workshop for the Ball State University African American Oral History Project to be used for research purposes only.

Signature: _____

David Nelson

Date: _____

3-15-2015

MAR 26 2015

Dr. Linda L. Wilson

8709 LAMBACH LANE
LOUISVILLE, KY 40220

HOME (502) 883-4611

EMAIL: llwils01@louisville.edu

EDUCATIONAL INSTRUCTION

INSTRUCTION. *Adjunct Professor, Indiana University, Southeast, School of Education.*

Graduate-level. Summer 2003 to 2012. Teaches a graduate course in the School of Education's H 520 Education and Social Issues course (The identification and analysis of major problems set for in education by the pluralistic culture of American society) meeting the conceptual framework for the School of Education in preparing educators consisting of four themes: 1) high quality, 2) caring professional, 3) Renewal of schools, and 4) multicultural society and meets its NCATE standards.

INSTRUCTION. *Cultural diversity course section instructor and team teacher, Campus Culture course (ENG 100 and INSPIRE) 2007 to 2011. Speed School of Engineering. University of Louisville.*

INSTRUCTION. *Cultural diversity issues in physical therapy profession. Physical Therapy course. 2001 to 2012. Summer Term. Physical Therapy department, Bellarmine University.*

INSTRUCTION. *GEN 101, UofL Campus Culture course sections taught for faculty from the Uof L College of Arts & Sciences, Speed Engineering School and School of Business with class sections which contained 20-30 matriculating freshmen students as a part of the UofL Campus Climate orientation course.. Instruction on cultural diversity, multicultural education, racial prejudice reduction and/or time management was presented to an average 20-30 (500-900 students) sections during the Fall semester and another 10 (250 -350 students) course sections during the Spring semester, 1994-2001. Taught 13 - 20 cultural diversity sections per semester.*

INSTRUCTOR. *Co-taught the UofL Campus Culture course (14 weeks), fall semester 1987, as a pilot orientation course for freshmen and new students with a faculty as a professional administrator. University of Louisville.*

INSTRUCTION. *Provided classroom presentations on cultural diversity, multicultural education and racial prejudice reduction at local higher education institutions for faculty members i.e., Bellarmine University, Louisville, Kentucky, 2001 to 2003.*

INSTRUCTION. *Instructor provided classroom presentations on cultural diversity, multicultural education and racial prejudice reduction at University of Louisville and Spalding University for faculty, 1994 to 2001.*

INSTRUCTOR. *Educational Programs Coordinator in Special Programs. (Malcolm X Library, minorities-academic, vocational, personal counseling; Reading & Study Skills Center, and field testing of experimental programs) and taught seminar course for the Directed Admissions Student Experimental Program, D.A.S.E.P for underprepared incoming freshmen students, 1973-1974 and taught DASEP course as a graduate student in Office of Special Programs, Ball State University, Muncie, Indiana, 1972- 1973.*

PRESENTATIONS

PRESENTER. United Nation NGO conference for Women, Beijing, China 1995

PRESENTER. National Women's Studies Association. *"Race, Culture and Lesbianism: Acceptance, Identity and Community - An Invisible Minority"* paper; Iowa State University. Ames, Iowa. June, 1994.

PRESENTER. National Association of Human Rights Workers. 43rd Annual Conference, "Year 2000 - Impact of Education on Our Youth". Louisville, Kentucky. October 19-23, 1990.

PRESENTER. National Minority Student Conference, San Antonio, Texas, 1989 and Kansas City, Kansas, 1988.

CO-PRESENTER. National Association Student Personnel Administrator (NASPA), Region III Conference. "Needs and Perception of Minority Nontraditional Students at a Predominantly White Institution." Tampa, Florida. November 1989.

CO-PRESENTER. Kentucky Association Educational Opportunity Program Personnel (KAEOPP) and Tennessee Association of Special Program (TASP), joint fall conference. Louisville, Kentucky. October, 1989.

PRESENTER. "Minority Student Today Conference". The University of South Carolina and University of Missouri-Kansas City, Division of Continuing Education. Kansas City, Missouri. October, 1988.

PRESENTER. "Secrets of Working with Students Successfully". University of Louisville, Student Affairs Retreat. Lexington, Kentucky. May, 1987 and February, 1988.

PRESENTER. "Reflections: Effective Intervention for Minority Students at Urban Institutions". Third National Conference, "Black Student Retention in Higher Education". Tampa, Florida. November 1987.

PRESENTER. American Personnel and Guidance Association (APGA) Convention. "Blacks and Chicanos making the Transition to a White University, New Trends in Orientation Programs", Chicago, Illinois. 1976.

PERSONNEL ADMINISTRATION

Assistant Administrator. Employee Benefits, Vermont American Corporation, Louisville, Kentucky, 1983-1984. Responsible for the administration, development and record-keeping (billing) for the Corporation's employee benefits program (healthcare, pension, thrift-saving) and its twenty-seven divisions nationwide.

Personnel Coordinator II. City of Louisville (Municipal Government), Louisville, Kentucky, 1984-1985. Responsible for the development, administration, and implementation of training programs for all City employees. Supervision of the Training Division Staff functioned as the assistant to the Affirmative Action as a monitor for the City of Louisville. Assisted in the preparation of Affirmative Action reports with the EEOC/Affirmative Action officer.

Superintendent of Personnel. Transit Authority of River City, Louisville, Kentucky, 1977-1983. Responsible for development, administration and implementation of personnel policy for all bargaining and non-bargaining unit employees for the Authority. Administered transit authority testing for bus drivers which was a requirement for employment consideration and other bargaining unit positions.

PROFESSIONAL EXPERIENCE

ASSOCIATE DIRECTOR FOR ADMINISTRATION & PROGRAMMING in ASIAN STUDIES, 2011 to 2013. Responsible for the planning, administration, implementation and management of the fiscal and administrative activities for the program. Direct the programmatic initiatives' and outreach activities with other universities and colleges, arts and culture agencies, community organizations and K-12 schools. Participates in university-wide diversity initiatives and efforts that promote a positive understanding for Asian, South East Asian and Asian American at the University and in the Greater Louisville Metropolitan community. Supervises a Student Program Coordinator (para-professional, casual temporary employee) as a measure to enhance undergraduate outreach and recruitment of majors and minors in Asian Studies. Collaboratively administers Difficult Discussion series and Book Talk series with Asian Studies Affiliate faculty, administrative staff and Asian Institute~ Crane House staff and the Friends of Asian Studies.

ASSOCIATE DIRECTOR FOR DIVERSITY INITIATIVES, Dean's Office, College of Arts & Sciences. 2005 to 2011. Under the direction of the Dean, College of Arts & Sciences and Associate Dean for Diversity and Retention. Assists in developing and implementing diversity education programs for A&S faculty and staff. Administers plans, implements the programmatic efforts, logistics and reservations, as well as moderated the monthly UofL NETWORK luncheons. Chair's the Diversity Programming Committee of CODRE. Coordinates the administration of the UofL *Work restricted religious holy day* policy and serves on the University-wide UofL Diversity Survey committee and the Cultural Competency project as Team Leader. Curator, Linda L. Wilson Municipal College Collection; develops related exhibitions and programmatic efforts; the oral history project. Under the direction the Vice Provost for Diversity and Equal Opportunity; assists with the administration of diversity issues special projects as directed, i.e., campus climate surveys. Administers the annual Presidential Exemplary Multicultural Teaching Award process with other university units and the Chairs the Presidential Exemplary Multicultural Teaching Award selection committee (1996 to present) presented during the annual Celebration of Faculty Excellence. Fosters university and community outreach by serving on committees that enhances, supports and fosters "education that is multicultural". Develop and implemented Professional Staff training on diversity issues.

ASSOCIATE DIRECTOR, Community Relations and University Project Coordinator, 2001 to 2005. for *The COLLABORATIVE: Greater Louisville Business School Network for Urban Development*, a unique and innovative community service endeavor for this metropolitan urban area which combines community development and service learning; utilizing faculty and student teams, higher education institutions, small business clients, with the Kentucky Minority Business Council, the Louisville Enterprise Group (LEG) and Greater Louisville Inc. (GLI). Responsible for the collaboration, administration and implementation of diversity initiatives, i. e, Co-chair, The Study of Women & Global Issues Committee of COSW (Presidential Commission on the Status of Women); Co-chair, Kentuckiana Asian Pacific American Heritage Celebration committee; Chair of The Diversity Programming Committee of CODRE (Commission on Diversity and Racial Equality), Chair, Presidential Exemplary Multicultural Teaching award selection committee, member of the College of Arts & Sciences Diversity work group member of the University Human Resources Advisory committee (HRAC).. Coordinator of the UofL NETWORK programmatic efforts and curates the Louisville Municipal College archival collection, located in the UofL University Archives.

STUDENT PERSONNEL ADMINISTRATION

FOUNDING DIRECTOR, UofL Multicultural Center, University of Louisville, 1992 to 2000.

Responsible for the direction, implementation and administration, the fiscal and operational management of the UofL Multicultural Center. Advisor to the Society of Porter Scholars and the Woodford R. Porter Scholars. Collaboratively assisted in the creation of the UofL Barbara Miller Multicultural Children's Literature Library Collection Project which currently has more than 2500 books (K-12) with the School of Education. Curator of the Louisville Municipal College (1931-1951) collection and liaison with LMC alumni.

ASSOCIATE DIRECTOR, Center for Academic Achievement, University of Louisville, 1985 to 1992.

Responsible for the direction of the day-to-day management of an urban university undergraduate academic program, supervision of staff, personnel and operational policy development, budget administration.

Supervised the Peer Advising Program which assisted Faculty Mentoring program and the Advisor for the Society of Woodford R. Porter Scholars and the Woodford R. Porter Scholarship.

Student Personnel Administration: University of Nebraska-Lincoln, Housing Division, Lincoln, Nebraska, 1976-1977. Employed as Summer Residence Hall Director and a full-time Residence Hall Director during academic year. Developed residence life and student personnel policies, supervised staff and administered staff training and program development. Responsible for all aspects of the Housing Division swimming facility including maintenance, supervision of staff and program development.

Student Personnel Administration: Ohio University, Athens, Ohio. Residence Director, Residence Life, 1975-1976. Employed as chief administrator and programmer in a freshman residence hall (200 freshmen women). Developed residence life policies, supervised staff and administered staff training and program development.

Assistant Coordinator, Ethnic Student Services, University of Texas, Austin, Texas, 1974-1975. Developed and implemented freshmen and Transfer Continuing Orientation programs for African American and Hispanic students as well as served as staff advisor for freshmen and Transfer Continuing Orientation constituents' student groups.

Educational Programs Coordinator, Special Programs, Ball State University, Muncie, Indiana, 1973-1974. Taught courses in the DAESP program developed and implemented programmatic initiatives for students and had the primary function to development and administration of the Malcolm X Memorial Library in conjunction with the Ball State University Library system.

EDUCATION

PH.D. College student personnel administration and higher education administration, December 2009, University of Louisville. Louisville, Kentucky.

MASTERS OF ARTS - College student personnel, 1994, emphasis on diversity and higher education, University of Louisville. Louisville, Kentucky

MASTERS OF ARTS - Educational Psychology, 1974, emphasis on psychometrics and testing; Student Affairs Graduate Assistantship. Ball State University. Muncie, Indiana

BACHELOR OF SCIENCE - Elementary education, 1972. Ball State University. Muncie, Indiana

PROFESSIONAL HONORS AND ACTIVITIES

AWARD. 2011 Ambassador Award. Crane House, the Asian Institute. Louisville, Kentucky. February, 2011.

AWARD. 2010 *Adult Achiever of the Year*. National, the Black Achievers Program, Chestnut Street Family YMCA. Louisville, Kentucky. February 27, 2010.

AWARD. 2007 *Outstanding Academic Achievement and Personal Growth Award*. UofL Disability Resource Center (DRC), University of Louisville. Spring semester, 2007.

AWARD. The 2001 President's Award, Ball State Black Alumni Constituent Society, Ball State University, Muncie, Indiana. August, 2001.

AWARD. *Service Award*, Chestnut Street YMCA Black Achievers Steering Committee, Chestnut Street Family YMCA. Louisville, Kentucky. 1998.

AWARD. *ESSENCE OF WOMEN AWARD*. Women's History Month Celebration. Women's Center, University of Louisville, March, 1998.

AWARD. *Community Service Award for multicultural and international education and women's issues and trends*. Louisville Chapter of LINKS, Inc. March, 1996.

MEMBER: National Association of Multicultural Education (NAME), Award selection committee, 2006-2012.

MEMBER: E-Extension Project. Section member, Personnel. Collaboration with Purdue University. 2006-2012.

CONSULTANT: Presbyterian Church on USA Headquarters providing Diversity training for its staff, 2002-2004.

UNIVERSITY REPRESENTATIVE AND TEAM MEMBER. *"Boundaries and Borderlands III: The Search for Recognition and Community in America"* Summer Institute (on cultural diversity and multiculturalism), Association of American Colleges and Universities (AAC&U); Brown University, Providence, Rhode Island; and its follow-up meeting, *"Diversity & Learning Conference"*, Pittsburgh, Pennsylvania. Summer 2000 and October 2000.

INSTRUCTION. Classroom presentations on cultural diversity multicultural education and racial prejudice reduction for faculty. Bellarmine University, University of Louisville and Spalding University, 1994 to 1998.

DELEGATE AND FORUM PRESENTER. United Nation, Non-governmental (NGO) Forum on Women, Beijing, China. August 1995. One of 12 UofL delegates and presented on Women and girls with political science faculty.

STATEWIDE TASKFORCE. Kentucky Department of Education, (KDE) Multicultural Taskforce. 1995 - 1996. Doctorial student internship in the Department and workshop presenter.

NATIONAL CONFERENCE, COMMITTEE MEMBER. Programming committee, 1994 Annual National Conference. National Association Student Personnel Committee Administrators (NASPA), Dallas, Texas. Pre-conference program committee, and Time and Space committee, 1992 Annual National Conference, National Association Student Personnel Committee Administrators (NASPA), Cincinnati, Ohio.

PARTICIPANT. 1990. NASPA Symposium. Symposium for Women Preparing for the Chief Student Affairs Position. Minneapolis, Minnesota. November, 1990.

REGIONAL MEMBER. Southern Association for College Student Affairs (SACSA), Taskforce on Racism. 1989-1990.

KEYNOTE SPEAKER. Fifth Annual Career Workshop. Ball State University, Muncie, Indiana. April 1981.

AWARD. International Association of Personnel Employment Securities, (IAESP). Louisville, Kentucky, Sub-chapter, Human Services Award. 1979.

COMMUNITY/VOLUNTEER EXPERIENCES

MEMBER of BOARD OF DIRECTORS. Asian Institute ~ Crane House. Executive Board member, Vice President, Education, former Vice President for Human Relations Committee. Member: *Membership and Community Outreach* committee. 2004 to 2014. **MEMBER.** 1995 to 2014. Louisville, Kentucky. **BOARD MEMBER.**

BOARD MEMBER, EX OFFICIO. Ball State Black Alumni Constituent Society. Ball State University. Muncie, Indiana. Chairperson, 1988-1992. Member, 1993 to 2002.

Co-Chair and COMMISSION MEMBER, UofL Commission on Diversity **ADVISORY BOARD,** Steering Committee, Black Achievers Program, Chestnut Street Family YMCA, Louisville, KY, 1997 to present. Student Achiever selection committee, 1997 to present

ADVISORY BOARD MEMBER, College of Arts & Science, Dean's Advisory Council. Ball State University. Muncie, Indiana. 2008 to Present.

CO-CHAIR and MEMBER. UofL Commission on Diversity and Racial Equality, (CODRE) ,1998 to 2000 & 2004 to 2011. Advisory Commission to the University President on diversity and racial equity issues at the University of Louisville.

MEMBER and Past CHAIR. UofL Diversity Programming Committee of CODRE, 2001 to 2011.

CO-CHAIR, MEMBER. UofL The Study of Women and Global Issues Committee of the Commission on the Status of Women's (COSW). 1998 to 2010 Tracked budget for the committee. (disbanded in 2010)

MEMBER. UofL Human Resources Advisory Council. 2005 to 2011. Advisory committee for the Vice president of Human resources on policy and procedures for staff. 2004-2011

Past Member, BOARD OF DIRECTORS. Chestnut Street Family YMCA. Louisville, KY. 2004 to 2008, i.e., Publication Committee, and Education Committee.

Past FACULTY ADVISOR and Program Coordinator. Society of Porter Scholars. (Academic honorary for culturally diverse, academic scholarship undergraduate students). University of Louisville, 1986 to 2000.

Past Member, BOARD. United Nations Association--USA, Louisville Chapter. 1994 to 1999.

Past Member, BOARD OF DIRECTORS. Kentuckiana Boys and Girls Club. Development and Human resources committees. Louisville, Kentucky. 1996 to 2002.

Past Member, BOARD OF DIRECTORS. Jazz Society of Louisville, Education Committee. 1991 to 1999.

CONSULTATIONS

2003-2005, Presbyterian Church USA. Developed and implemented diversity training programs for the Church, organization-wide and Human resources with specific departments.

1992- 2000, Human resources consultant for Jefferson County Civil Service Board. Promotional testing of police and firefighter candidates for the selection to promotional opportunities.

PUBLICATIONS

Wallace, S. L., Moore, S. E., Hart, B. G. & Wilson, L. L. (2012) African American Women in the Academy: Quelling the Myth of Presumed Incompetence. In edits by Gutierrez y Muhs, G., Niemann, Y. F., Gonzalez C. G. and Harris A. P. (2012) Presumed Incompetent: The Intersections of Race and Class for Women in Academia. Utah State University Press,

Moore, S., Wallace, S. L., Schack, G., Thomas, M. S., Lewis, L., Wilson, L., Miller, S., & D'Antoni, J. (2010). Inclusive teaching circles: Mechanisms for creating welcoming classrooms, *Journal of the Scholarship of Teaching and Learning*, 10(1)14-27.

Wallace, S. L., Hinton-Hudson V. D., Moore, S. E., Hart, B. G. & Wilson, L. L. (2010). *African American Women at Predominantly White Institutions: Transitions, Trials, and Survival Strategies*. In Moore, S., Rudolph, A. Jr., & Lemelle, A. J. Jr., (2010). *Dilemmas of Black Faculty at U. S. Predominantly White Institutions: Issues of the Post-multicultural Era*. New York: Edwin Mellen Press.

PROFESSIONAL ORGANIZATIONS

Member, National Association of Multicultural Education (NAME)
Member, National Conference of Race and Ethnicity in Higher Education (NCORE)
Former member, Louisville Personnel Association
Former member, National Association for Student Personnel Administrators (NASPA)
Former member, American College Personnel Association (ACPA)

REFERENCES available upon request

Just observing**Walkout correctly timed**

By Don D. Wagner
Editor-in-Chief

DW support

Approximately 50 Negro students walked out of Emens Auditorium just as President Emens began to speak last Thursday night.

Disrespect was not their aim. Personally humiliating the President of their university in his hour of tribute was not their goal.

In their quiet exodus, unstained by angry words or thoughtless action, these students merely established the undeniable fact that the Negro student is not happy with his lot at Ball State. With both dignity and respect, these students made their position clear in a quiet and orderly fashion.

Before the man who soon will become president of this university and before the administrators who will be working closely with him, the Negro students quietly said, "All is not right with us at Ball State. Won't you please recognize that this is our school too. We're tired of knocking on the back door for equal opportunities to have a decent social life."

Some, still chained by the prejudices of their fathers, use the empty argument that last Thursday night was not the right time for such action.

Just when is the right time?

As one high-ranking member of Student Senate pointed out, "It's a question of values. What was most important? Was honoring one man more important than recognizing a growing problem that involves the whole campus community?"

In all honesty, Thursday night was the prime time.

What could be a better time to call attention to an urgent problem that has been repeatedly overlooked? What other time would have been more appropriate than an occasion that brought nearly all Ball State administrators into one place with representatives from small colleges and large universities to act as witnesses to Negro discontent.

Can Ball State now afford to continue ignoring these students?

Administrators certainly can no longer claim there is no racial unrest at Ball State.

If both administration and white students persist in labeling the issue a Negro problem, rather than a white problem, they are once again guilty of inverted reasoning.

The Negro student is not a pigment of the imagination. He should be proud of his race and should refuse to buy token admission into any area of social life for the price of being something he can not and should not be - a white Negro.

Ball State does not have a Negro problem. More accurately, it has a white problem.

For example why is it that after close to 64 years of existence on Ball State's campus, the fraternities haven't found one Negro an acceptable pledge until just recently?

It would seem more logical, in dealing with the racial problem at Ball State, to look into the reasons why the white element at Ball State trembles when approximately 50 Negroes prod their conscience.

Why is it that students on Ball State cling to the archaic illusion that white must always have precedence over black?

The attitude of white students on this campus constitutes a moral deformity that feeds on a fearful malice for individuals who cannot be carbon copies of themselves. Dimmed in understanding and limited by the borders of tradition that narrows their thinking, they follow in the footsteps of their fathers and ignorantly build fires of hatred that ultimately may consume them.

The tragedy is that these individuals are still blinded by reality.

It is sheer fallacy to believe Negro students will go on humbly accepting painful indignation, humiliation and cruel injustice. Their right to share every benefit Ball State has to offer, both social and educational, can no longer be denied.

If the racial problem is to be solved, white students must wake up to reality.

Negro students are not going to walk away from what rightfully is theirs, because the white element at Ball State says they must.

Woke
Frats

Discrimination - many fail to recognize

Dear Editor:

Undoubtedly, you will receive many letters criticizing your views and applauding Miss Elston's views on the recent walk-

out by Negro students at the convocation honoring President Emens. I, however, must wholeheartedly agree with you and disagree with Miss Elston.

I was, as Miss Elston believes, ashamed and angered by the walkout but not for the same reasons that she and others were. I was ashamed and angry because there is a problem of discrimination on this campus that too many people refuse to recognize. I was ashamed to be a member of a group that feels so inadequate that it must use another group of people as a scapegoat.

Moreover, I was angered that people felt that the walkout was inappropriate behavior, while overlooking their own inappropriate discriminatory behavior over the years. I would ask, "When is the appropriate time to express dissatisfaction with a system?" Passing out grievances at a University Senate meeting, as Miss Elston suggested, would not draw very much attention to a most important problem. I approve of going through the existing channels, but that was tried at a Student Senate meeting a few weeks ago to no avail. Regardless of the original intent of the resolution, the deeper problem of discrimination suggested by the bill should not have been overlooked.

I must join with Negro students in asking, "How long?" How long before every person on this campus is treated with the respect and dignity that he deserves as a human being regardless of his race? How long before people are judged not by the color of their skin but by what they are inside? And I ask all white students, "How long would you put up the discrimination a Negro student on this campus faces every day?" I would suggest that you would not be nearly as patient and tolerant as they have been. Can we face this problem, this white problem, before the Negro's patience gives out?

Andrea Bremer

Walkout Letter
to the DN

Sentiments
on campus

2-20-68

Listening

"There is a black Ball State and a white Ball State."

"Right on! All power to the people!"

"There are some white professors who really try."

"I am not white, I do not want to be white."

"You walk across campus and you don't see a black all day."

"There is a desperate need for re-education."

These are some of the comments made by four black students on the Ball State campus during an intense two hour interview session.

Three of nine black students accepted an invitation to speak openly about their feelings, frustrations, fears and hopes as related to their experiences on campus. However, it was soon apparent that the problems and frustrations which these students face and deal with daily are not totally based on campus, but rather are engulfed in the broader aspect of the separation of the two cultures - black and white.

A fourth student later sought out the interviewer and went to considerable inconvenience to himself to offer his views. Because of his position, his interview established a different form; therefore, it is not included with the other three. However, it is important to present his general attitude and views as they are in the forefront in our nation today.

An economics student and admitted revolutionary, he is now studying to become a member of the Black Panther Party. For three hours he expounded on the platform and basic principals of the Black Panther Party. Whether these principals are right or wrong seemed not the relevant matter at the time, his dedication to them did, however, prove to be the most astounding, total, dedication to a cause with which I have ever been confronted. Extremely verbal, it was as though a shield came down around him as he talked about the party and its cause and the principals came forth as if there was a record playing in his mind and his voice was transmitting

Attitudes of Four Blacks

the information. Occasionally, following a question, his eyes would become soft and his face would break into a gentle smile only to have it erased and replaced with a hard, determined look when he again assumed the role of revolutionary.

An active participant in an "irreversible" nationwide revolution, he spoke of the split between the black people and the "desperate need for reeducation." He talked of the stringent requirements for becoming a member of the Black Panther Party and the complete vocational attitude he had toward being a revolutionary. He spoke of non-violence and education as the answer and the black man's role to determine his own destiny as the criteria for black freedom. And he said, "In the history of our country freedom, justice, and equality are mere tokenisms."

He spoke of his hopes of being a lawyer and his realization that his present role as revolutionary might ironically quell his goals. And he spoke of the constant frustrations the black man faces in being a person.

Also speaking of these frustrations were the other three students interviewed. Sam Darrough, a bulky junior from Indianapolis, was quiet spoken, but firm about his feelings and ideas and often voiced a dual argument. Linda Wilson, an attractive sophomore from Louisville, was short and to the point with her responses. While Melvia Miller, an alert senior from Muncie, offered responses based on four years of experience on the Ball State campus, plus student teaching at a large high school in a nearby city.

To open the interview the following question was posed: What bothers you as a black student? Following a few minutes of adjustment and thought Sam Darrough replied.

Sam: I think what we're always saying is this. Ball State University is always saying to us, ok, we've given you a big opportunity, you're here in college, now all you have to do is the work, you can make it. But they haven't really provided an environment that's really very conducive for us to achieve very much of anything.

We are a black Ball State and a white Ball State and there's a problem with communicating with the two factions. I don't know if you could say we're polarized, but I think so. There is a necessity for the Afro-American or Black Student Union to get blacks to relate to each other. It's a great experience to come from an all black school to here where there are a majority of white students and it's hard to adjust to that. It takes a lot of adjustment that Ball State could help with, like we could have a cultural house similar to the International House where we could just meet together besides in the Tally and discuss similar problems which we've had. I think Ball State is beginning to change its attitude about this, because before it was just further separation. Fraternity houses are a form of separatism. You don't find very many blacks in your fraternities or sororities. Some blacks join a fraternity and they try to tell us this is a big thing because, you know, it's integration and it's a step in the right direction. And they're always asking us what do we think and really it's no big deal cause that's his thing. He's always been more with whites than with blacks. We need to identify more with each other and the University should have more obligation to bring in more black students. I think six per cent should be composed of minority students, but this is not so. I think black students form not quite two per cent, I think it's one and six-tenths per cent.

Question: Are you all first generation college?

Sam: I am. I'm almost the first one in the whole neighborhood to go to college.

Melvia: I'm sort of like that. In Muncie black students don't go to college as a whole. I have an uncle who has a degree.

Linda: Both my parents have degrees. Everyone in my family has some sort of degree. I don't reflect my parents attitudes at all. I'm sort of the odd ball of the bunch

Question: When does a black become a whitey?

Melvia: He can hardly relate to being black. His actions, his way of life, his concerns, his priorities are white oriented. We call him an oreo, he's black on the outside and white on the inside.

Sam: When he loses his identity. When he thinks, I am white. He takes the white perspective on everything. This person is generally frustrated. Because in one group he might be well respected, but another time he might be walking down the street and the policeman might not know it and would treat him just as a black. He's still constantly reminded that he is black. The inner frustration that's constantly going on! I sort of feel sorry for a person like that. I'm also leary of calling a person a Tom, because you don't know what he's doing. He might be in his own way killing a honkie every day, just one every day (laughter from the group). So he's doing his part in his own way.

Question: Will you all go back to the ghetto or will you be the persons who buy the house in the white neighborhood and stand out as the radical?

Melvia: I wouldn't live in a white neighborhood. I wouldn't want to buy a house in an all white neighborhood because if they had repressions in that neighborhood they might have some for me too. I prefer to live in a black neighborhood or a mixed neighborhood.

Linda: I couldn't stand living in a white neighborhood. I'd feel like I was out of water or something. I want people I can relate to that aren't trying to simulate to the whites.

Melvia: And they'd invite you over to tea and the only reason they invite you over is so they could tell you how they've discovered how nice Negroes are. This is a real drag.

Sam: I prefer a black neighborhood because I'm more comfortable. But I think a person should have the right to live where he's comfortable.

Question: Do you see anything good about Ball State?

Melvia: Ball State is a good teachers college.

"Black is an attitude of the mind. Being Negro is being accepted and assimilating to white. Colored is just completely undescriptive."

Linda: Ball State is not preparing me to teach where I'm going to be teaching; in a city. Most of my courses deal with the problems you have in a white middle class situation. And if you ask the prof what do I do, he says, well I don't know.

Sam: They deal with a lot of theory instead of what's really practical. This is why we tell them black studies courses are needed around here, even for the whites, because, say they are given a position in Gary, all black, this would blow their minds.

Melvia: I think a black student would be more prepared to go through Ball State and go back and teach because he's been through it. He knows what's going on. But a white student goes to a large city and teaches in a mixed school and a student stands up and says 'you can't teach me' and it will blow his mind. Ball State doesn't prepare you for this.

Question: Are there black faculty on campus?

Linda: Colored.

Question: What does that mean?

Melvia: Well their skin is colored.

Linda: It's questionable where their mind is.

Sam: Now, you want to be leary of that.

Question: What is this thing between black, negro and colored?

Linda: Black is an attitude of the mind. Being Negro is being accepted and assimilating to white. Colored is just completely undescriptive.

Melvia: Everybody's colored as far as that goes.

Question: The Afro-American Student Union used to be the Black Student Union, why was it changed?

Group: What part of the story do you know?

Interviewer: That you were more socially oriented.

Melvia: White's know more than we do!

Sam: The basic difference between the two would be political awareness. We are at the stage where among ourselves, until we are more aware, educating ourselves to the political aspects of what's going on around, we decided to be Afro-American. We are in a sense still a Black Student Union because there are always some students who are working toward black liberation, but the Afro-American Student is just a stage where we see whether we're ready for the Black Student Union, politically aware enough and active enough in the community.

Question: How do you feel about the white faculty who seems to be concerned about the black student on the Ball State campus?

Linda: Some of them are genuine until the administration cuts their paycheck. *Thurs*

Melvia: Some of them I believe would go to the last straw. Most of them are one big front.

Sam: They can't do too much for us or they'll be out real quick.

Question: Do you have a Black Student Union out of necessity or desire?

Linda: Necessity.

Sam: We don't want to be accepted into the whites. I personally could care less of what they really think of me, but I feel that since my tuition and my fees are paid, I should have an opportunity to have an equal voice in what goes on in University policy. I should be accepted just as a student and given the same rights. It would be hard to give a specific example of how the whites are treated better than me, but this is a known fact. Some profs feel that a Negro shouldn't get better than a 'C' because 'they're probably dumb anyway.'

Question: Do you live in a dorm?

Sam: I lived in a dorm for two years but I moved out. I couldn't stand it. I didn't have too much trouble getting along with my roommates (both white), but they bother you with silly questions all the time, like 'why do you comb your hair like that?'

Question: Are you in one of the black sororities?

Linda: No.

Melvia: When I came here I joined because there wasn't anything else to join. I didn't understand what a sorority was all about. The group I joined, I felt, was active in things that were relevant. They try. When we raise money for a dance we take it and try to do something with it in terms of service to the black community. Without the sorority there is nothing else to join to give you a feeling of belonging. You walk across campus and you don't see a black all day long. You're kind of by yourself. So you find a group you can relate to as far as what you believe in.

Sam: Let me say this. Ball State has an obligation that so far it has failed to live up to.

Melvia: Ball State could do a little more as far as financial aids are concerned. Besides the NDEA. I'm quite sure that a lot is wasted on flowers, and I'm not saying that this isn't necessary, but, if you can't even get a \$50 emergency loan, I think it's ridiculous that they spend all that money on tulips. A lot of times they have their priorities turned around. Does the student come first or does the landscape come first? They do a pretty good job of giving the black student some money, but it's just not quite enough. Some black students are really struggling.

Question: Do you work?

Melvia: Sort of. I have an NDEA/work loan.

Linda: No. But I have a national defense loan.

Melvia: Nixon is going to tighten up on the money and we all know who's going to get left out; the black student.

Question: You have often referred to the statement 'we all know who's going to get left out', is this through past experience?

Melvia: Yeh. Leftovers. Tail end.

Question: Are you good students?

Melvia: According to their criteria. I'm a good Nigger.

Linda: They let me in on distinction.

Melvia: I think my grades would be higher if I didn't have to try to relate to some of the b.s. But you got to worry about money and being black and it's really a drag. You get to the point where you say, 'oh, hell, go ahead and step on me.'

Question: Are you optimistic about your future once you leave Ball State?

Melvia: These conservatives, they just don't want this thing to happen.

Question: Do you foresee a major blow-up nationwide?

Melvia: I feel that if things continue as they are going under his highness and his lowness, then I believe that something terrible is going to happen. I don't know what, but something, a riot, a murder, I don't know. Some of the blacks are frustrated and some don't even know it, but if push came to shove, something would happen. You can feel it. They don't print it in the newspaper, but the feeling is there.

Question: What could be done to ease things?

Linda: Stop expecting me to bend over backwards when you won't move. The administration wants me to go to all the meetings, be the guinea pig, what can I do, what do you want? Why don't they come to us. I'm tired of going to them.

Question: What specific kinds of things do you want?

Melvia: Black culture house, black studies program.

Linda: For a course in general studies on black studies to be mandatory for whites to learn about black culture.

Melvia: We've been telling them for years and years and they say this is all good but nothing ever happens. We tell them we need more black professors to relate to, to help us get our education and they say that's fine but we can't find any.

Question: Blacks often talk freedom, freedom, freedom. What do you mean freedom?

Linda: You have to ask each individual. I mean for the white man to stop pushing his culture down my throat. I am not white, I do not want to be white, I have a culture and heritage that is beautiful. I want him to take the good parts of mine and accept them.

Question: Do you mean a hands off?

Linda: James Brown said, open the door and let me get it myself. Just let me have the opportunity. I'll get it.

Melvia: Stop standing in our way. When a black man wants to be a plumber and be in the union, then let him be that plumber and in that union. Why should he have to wait four or five years and take a 16-page test when nobody else has to?

Question: How do you girls feel about the women's liberation movement?

Melvia: They have certain good points, but I won't have any liberty until they have black liberty.

Linda: It's a matter of priority. When a person checks me out, he's not going to see if I'm a man or woman, he's going to see that I'm black.

Question: There must be some good experiences.

Melvia: There are some people here at Ball State who have been very helpful to black students. And I'll say that the dean of women, she may not always understand what's going on, but she tries. She'll help you get a job or money if you need it. At least she relates. And whenever there is a student protest, she's right in there trying to find out what's happening, what's wrong. She's right in there, not at the end, but at the beginning. There are other white professors who really try to come around. They may not understand what's wrong but at least they contribute and try.

Linda: We have a very good student association president who really sees the problem.

Melvia: A friend of mine came down here from Gary and was putting her things away and looked around and didn't see any other blacks and said, 'what have I done?' She thought she was the only black on campus. And that's what it looks like, in the catalog and everything. ☺

Jean Thomas

March 23rd, 2017

3:13 p.m. (49 minutes)

Pre-Interview Phone Call with Dr. Wilson Notes

Childhood

Grew up in Louisville

Not as high of a level of prejudice/bigotry as the one she experienced at Ball State

Neighborhood was roughly 50/50 black/white

Predominantly Catholic (she was not)

Moved there when she was 7 and the neighborhood was in transition

It was only 30% black at the time

Many of the black people living there were older, single, and/or childless

(Only about 6 other black kids) grew up with a bunch of Catholic white kids

White families left as the neighborhood grew

Redlining and segregation apparent

Family

Both parents were teachers

Dad later left teaching to join the post office

After Brown vs. Board, they were shutting down his black school

No other school in the area would hire him because of his race so he left

Mother stopped teaching after she had children

In the 50s, married women could not teach, were expected to stay home

Dad grew up in Louisville

He and all of his siblings went to college

Grandfather served on Board of Education for blacks in Jeffersontown

Uncle set up recreation center in Jeffersontown, since there were no areas for blacks

Linda has 2 younger sisters

College

Black students at universities at this time were usually 1st generation college students

Linda was a 2nd generation college student

Her parents both attended HBCU (Historically Black College/University) – Kentucky State

Founded in late 1800s, only place African American's could go

More or less expected Ball State to be the same as this HBCU

First experiences as black student at Ball State

Had never toured Ball State, visited it, or seen campus

There was only one black student in orientation group

Picked Ball State out of a book about special education

Only about 90 black kids in her graduating class, thousands of white kids

Major

Came here for special education

When she got here, they didn't know what she was talking about

Ended up majoring in regular elementary education

Also studied psychology

Wanted to work in psychometrics

Was told she would have a hard time finding a job in this field

White schools wouldn't want her giving advice on white children

Didn't really know what to expect coming here

Only knew what to expect (and what not to expect) after talking to Janet (Comma?)

She told her, for example, you can't get your hair done anywhere in Muncie

Besides conversations with her, no one really told her what to expect from the people/school

President Pruis

Had an open door policy

Students could come talk about things on campus that were bothering them

Linda took advantage of this on occasion

"He may not have liked what I had to say!"

Deans

Dean Thelma Hyatt (Multicultural center) and Dean Martha Wickham

Single, professional women

“Almost all female students of color knew them”

Friendly, helpful people to talk to

When the first alumni reunion was set up, they were invited. People liked them

Residence Halls

Separate dorms

Residence Hall directors put them in the middle of the halls

So white students would get used to/be exposed to black students

Social life

Very few University set up activities for students of color

Did not provide social activities for students of color (includes international)

Relation to Muncie community (?? – be sure to ask questions during interview)

Black sororities and fraternities provided a lot of social outlet

**PMI (Predominantly White Institutions) rarely provided these social opportunities for blacks

Post-Graduation

Masters

Ball State was fine for promoting getting a bachelor's degree

Not so much with master's programs

Masters in educational psychology

Working at Ball State

Took over for lady in Special Projects leaving for a year on maternity leave

Work on programs that were designed to support people of color and people struggling

Many of the programs that happened were because of her

Alumni group and relations

Founder of Black Alumni group

University didn't want anything do with them

Black alumni complained about not being included in alumni magazines

Had their own separate reunions, off campus, during homecoming

“We were invisible”

Set up everything themselves, because of their own interests and concerns

Sue Taylor – resistant to black alumni, thinks she knows what black folks want and need

Lauren Hendricks

2 May 2017

HONR 390 Oral History Workshop: Ball State
University African-American Alumni Oral
History Project

Dr. Michael Doyle

**Questions for Oral History Interview with Dr. Linda Wilson on 24 March 2017 Ball State
University, Muncie, Indiana**

Hello, my name is Lauren Hendricks. Today's date is March 24th, 2017 and I am interviewing Dr. Linda Wilson on the Ball State Campus as part of the Ball State University African American Alumni Oral History Project. Dr. Wilson, thank you so much for being here today. Let's start with your childhood...could you tell me...?

Early Life

When and where were you born?

What were your parents' names? What were they like? What was your relationship with them like?

Did you have any siblings? What was your relationship with them like?

What kind of relationship did you have with your extended family? Were you close?

What role did family play in your life? What impact have they had?

What values were important to you, and to your family?

What kind of neighborhood did you grow up in?

What was it like growing up there? What kind of friends did you have? What did you guys do for fun?

Tell me about going to school in Louisville, what was it like?

Ball State

Were you expected to attend college after graduating high school? Were you a first generation student?

Where did your parents go to school? (HBUC – Historically Black University/College)

Why did you choose to attend Ball State?

Do you remember what the education requirements were to get into Ball State?

Based off of your parents' experience, what were you expecting Ball State to be like?

What was it like in reality?

Were you prepared for any of the things you faced here?

How did you feel after experiencing life at Ball State (as compared to Louisville)?

What did you major in here?

Why did you originally want to do special education?

Why did you end up just majoring in regular education?

What was your goal with that degree? What kind of job did you want? Did that goal change?

What kind of student were you?

Did any professors or employees at Ball State have a profound impact on you during your time here?

Who? Why did they have an impact on you?

Where did you live while you attended school?

Tell me about the dorm

Did you ever live off campus?

What were your feelings towards your living situation?

How many other black student were there with you here at Ball State (graduating class)?

A statistic I found was that in 1970 there were 450 black student enrolled in the university, which made up about 3% of the total student population of ball state and that most of them were single and lived on campus

Does this statistic sound correct?

Do you think it was similar to statistics of other colleges in the state? Region? Country?

What was the environment at Ball State like for you, as a black student?

Was your experience also different because you were female?

Miss Black Ball State

How did you get involved in this organization?

What was the reaction to this, the first year?

From black students? From other students? From the university?

You were runner-up the second year. How did that feel?

The contest is now called the Unity Pageant and is sponsored by the Black Student Association

It's during Unity Week in Black History Month.

Unity Week promotes diversity and inclusivity

What are your thoughts towards this?

How do you feel about the name change?

How do you feel about it including other ethnicities?

You were elected to the sweetheart court in 1970 for the Omega Psi Phi fraternity

How did you get elected into this position?

What did it mean to get elected?

What was your involvement with the Afro American Student Union during your time at Ball State?

What leadership roles did you hold?

What did the Afro American Student Union do? What was its purpose?

It used to be the Black Student Union. Why did it change?

Was there a reason for change? Or just a name change?

What committees did you serve on at Ball State?

The University Admissions and Credit Committee, The International Affairs Committee
Student Welfare Committee

What other organizations and committees were you involved with?

Why were you so involved in extracurricular activities?

Did you work while you were an undergraduate at Ball State?

Did you know other black students who worked?

Off campus or on campus?

Was it common to work/not work?

Can you tell me more about serving as a Summer Orientation Coordinator for black freshman in 1971?

What made you apply or volunteer for this position?

You were listed in the Who's Who in American Colleges and Universities in 1972

What is the Who's Who list?

How is it that you were included?

What did it mean to you to be listed?

What social activities were there for students of color at Ball State during your time here?

Did the University provide any social opportunities?

Did you have to find/create them yourselves?

What did students of color do, if there were no university provided opportunities?

One specific incident that took place at Ball State during the February before your freshman year was the walkout by about 50 black students during President Emens's address in 1968.

Did you hear about this when it happened or was in not until you came to Ball State?

What was your reaction to the walkout?

Did you face any discrimination on campus?

From students? From faculty?

What was your relationship to the Muncie community during your time here at Ball State?

Other black students who came to Ball State around this time encountered racism and discrimination? Was this similar to your experience?

Specifically, what was your relationship to the Black community of Muncie?

You went to graduate school for your master's right after your undergraduate schooling here

What did you get your master's degree in?

Why did you choose Ball State for graduate school?

Can you tell me more about the master's program here at the time?

Specifically for education? Specifically for black students?

What was your overall graduate school experience?

You worked for Ball State directly after your graduation for graduate school, correct?

What job did you have – where did you work?

How did you come to get this job?

What were your duties at this job?

Why did you eventually leave this job?

Did you face any discrimination as an employee?

Was it more or less than any discrimination you faced as a student?

In what ways was your experience at Ball State different during the time you spent here as an undergraduate student, a graduate student, and an employee?

Post-Grad Life

You're married, correct? (Let's talk about your family)

Can you tell me about your husband?

How did you meet? When did you get married?

Do you have any kids? What is your relationship with them like?

You held many, many jobs after leaving Ball State

Can you tell me about a few of them? Can you summarize what you did?

You eventually ended up at the University of Louisville

You got two more degrees from University of Louisville. What were they? When?

(Master's degree in College student personnel with an emphasis on diversity in higher education from there in 1994 and your doctoral degree in college student personnel administration and high education administration in 2009)

Why did you end up back in Kentucky, and back in Louisville?

Specifically, what kind of jobs

Founding Director of the Multicultural Center at the University of Louisville

How was your experience at the University of Louisville, as a student and an employee, different than your experiences at Ball State?

You're also a published author

Could you tell me a bit about some of your published works?

What kind of writing do you usually do? What topics do you write about?

Alumni

What is your relation to the Ball State Black Alumni Constituent Society?

(Founder and first president)

When was that founded?

Why did you found it?

What is the purpose of the Society?

What kind of events does the Society put on?

How often are reunions? When are they? Who is invited?

What kind of support does the Society offer to current and incoming black students at Ball State?

What was the relationship between the Black Alumni Constituent Society and Ball State when it was first founded?

More specifically, what was its relationship to the Ball State Alumni Association?

What complaints did black alumni have about the Alumni Association?

In August 2001 you were awarded the 2001 President's Award by the Black Alumni Constituent Society

Can you tell me more about this award?

How does one win it? How did you win it?

How did winning this award make you feel?

Where do you see the program at today?

Better or worse off?

What can be done to improve? How can the university improve relations?

Before we close the interview, is there anything that I haven't asked you about that you would like people to know about your life, career, or experiences here at Ball State?

On behalf of the Ball State University African American Alumni Oral History Project, I would like to thank you for your participation today.

Archives and Special Collections

University Libraries



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Ball State University African-American Alumni Oral History Project

Archival Identification:

Interviewer(s): Lauren Hendricks

Interviewee(s): Dr. Linda Wilson

Date of interview: 24 March 2017

Videographer: Anna Muckenfuss

Supervisor: Dr. Michael Wm. Doyle

Hendricks: Hello. My name is Lauren Hendricks. The date is March 24th, 2017 and I am interviewing Dr. Linda Wilson on the Ball State campus as part of the Ball State University African American Alumni Oral History Project. Dr. Wilson, thank you so much for being here today.

Wilson: Thank you for asking me.

Hendricks: Let's start with your childhood. Could you tell me when and where you were born?

Wilson: I was born in Louisville, Kentucky in 1950 and my parents lived in Stanford, Kentucky because there was no hospital at that particular location. Small town, and so we came to Louisville. I was born, and then we came back to Stanford. My father was a teacher, and we lived right next door to the school. The schools at that particular time were segregated.

[1:00]

So the school was freshman, first grade through twelfth grade. And my father taught agriculture and my mother had been a teacher but, as I was explaining to you, at that particular time women could not teach and be married, let alone have children. So, my mother was a stay-at-home person.

Hendricks: What were your parent's names?

Wilson: My father was Robert Leon Wilson, and he usually went by Leon, and my mother's name was Louise Rudder Wilson. She was from Paducah, Kentucky, my father was from Jeffersontown, Kentucky, and they met at Kentucky State College.

[2:00]

And they both married, uh, thought about being married at that time but the war took place, and so they did not marry until after World War II was over. And my dad was stationed in Liberia.

Hendricks: And what were your parents like? Could you tell me about them?

Wilson: I'm not sure what you mean by "what were they like?"

Hendricks: What do you remember them as? When you think of your mom and dad, like—

Wilson: —mom and dad—

Hendricks: —what kind of, what kind of person were they? Were they, what were their personalities? Were they really...?

Wilson: Well, my parents married late, so my mom was thirty-two when I was born. I had two sisters that were born subsequently. And they were big on education.

[3:00]

In fact, everyone in my family was big on education. We spent a lot of time visiting individuals who taught school with my dad. They had no children so we just enjoyed their time. And since he was in agriculture, he typically visit, and we would go with him, individuals who were sharecroppers or individuals who were farmers and there were several large African American farms in the Stanford area. And so typically, we went and did things when they went. And since there were no televisions, we would typically go to Mrs. Woods and her husband's house on Sunday and watch Shirley Temple, which was up the road, and then we would come back.

[4:00]

And my dad was the baby of the family. My mother was the oldest of the family. And my dad's father was the butler and my grandmother was the cook for Henry Watterson. If you've gone to Louisville, you've seen Watterson Trail or the Watterson Expressway. They worked for them. My father's father, I never met. I didn't have any pictures of him until much later. And he was on the board for the Jeffersontown Colored School.

[5:00]

And he was given a sum of money when Mr. Watterson died and they were just neat people because, basically, they believed that whatever you needed to do, you could do. As I said, the system was segregated so yes, there was a park at the end

of the road, but we were not allowed to go. There was a dairy, and we were not allowed to be out when the farmers were out because farmers, which were typically white, were not viewed as individuals that were good to be around for little girls.

[6:00]

I learned later what that significance was and that was about the time that Emmett Till was killed. We moved to Louisville when the segregation ended with Brown v. Board, he couldn't keep his job. And so we moved to Louisville and my dad got a job teaching for about two blinks of an eye. They saw him and they decided they didn't have any jobs available. So, he became a postman and he stayed with his brother and we stayed with my aunt until my parents bought a home.

[7:00]

And at that particular time, all of his siblings were in Jeffersontown and in Jeffersontown my aunt, who was living in the family home, was a teacher and of course she never married. She taught home economics and sewing in Central High School. Her brother James taught woodworking and my Uncle Milton, we called him Uncle Mick, was the funeral home person. And the other two they had a sundry types of jobs, with factories.

[8:00]

My grandmother, I don't remember. Since that time, I have worked with a woman by the name of, uh, Loretta Jones, who has written several books dealing with African American communities for the Filson Club there in Louisville and I've had the opportunity to share that information in her book. And considering we have what my dad would call people who like keep stuff, we have given the Jeffersontown museum many of the pictures and the documents and so forth.

[9:00]

Mainly because my husband says there's no place to keep it in the house. So, in my family, education was important. They were all highly educated and since there were only three of us and there were no children, we spent a lot of time with our aunt and her brothers. And things that were sort of in the house, *National Geographic*. One of my aunts was big on McCall, so we all had McCall's magazine to cut out the paper.

[10:00]

My dad liked to fish. And, I would trudge behind him a lot. And we enjoyed doing those types of things and he had, probably typical of that time period, because he was born in 1918. My mom was born in, depending on when you ask her

Hendricks: [laughs]

Wilson: sometimes it was 1916, sometimes it was 1917, sometimes it was 1918, but she never told the truth about her age. She was actually born in 1916. And she taught home economics and seamstress sewing at Kentucky State.

[11:00]

But when we got older, she went back to school and got a degree from Spaulding in elementary education because, again, there weren't that many opportunities to teach in Louisville home economics, and those types of things. So they were pretty easy-going, uh, they were older so they were determined that they would provide what they believed that we needed and some of the things we wanted. My dad [laughs], my dad was a funny sort of fella. He wanted to make that we didn't see certain things, as little girls.

[12:00]

So he was in a fraternity, he was in Omega Psi Phi, and when he would go out and see friends and so forth, we never really knew that he drank. And some of his fraternity brothers have told me since he has passed that he always kept a little flask, which I never saw the entire time. But he did. And he liked and enjoyed people. My mom was a lot shy, and in her family my grandmother, Beatrice Rudder, she was originally from Tennessee.

[13:00]

And what was typical at that particular time, if you were to go and get an education in Kentucky, education in Kentucky was only provided up until either the sixth grade or the eighth grade. And the state did not provide for education past that.

Hendricks: And why is that?

Wilson: Well, if we go back to the history, there no schools in many places open to blacks. And those that were sometimes it was church groups that made that available, you had to pay a certain amount of tax for those schools and if the money got short, those individuals didn't get to go. But that's just sort of the history.

[14:00]

I don't, when I say just, it's – no, to really get into all of that, we'd be here for hours and hours.

Hendricks: Mm-hmm.

Wilson: But it is something that's important to understand and to be aware of. Secondly, at that particular time, you had the boys and you had – [unintelligible] that you had liberal arts for everyone. If you were looking at Booker T. Washington, he believed in more of the vocational aspect. And so, if there was a school for African Americans that had more of a vocational aspect because the expectation was you're going to go get a job.

Hendricks: Mm-hmm.

Wilson: And farming, working in a home, those types of things – those were skills that you need to have. Some of that has changed and some of that is not really thought of that positively.

[15:00]

Part of, because, nobody is really teaching the history, so you'll find out if you teach the history that it was positive. Uh, one of the interesting things, though, was that as a kid my dad has his agriculture books. And I caught myself learning to write because I would try to write and duplicate what was in his agriculture books. Only bad thing was I was doing it in the book. And we kept those book until about two or three years after he died. And, uh, three little girls, you know, and we – we'd get in the backyard when he was packing stuff together so he could farm.

[16:00]

Now, he didn't go potatoes, he didn't do corn, but all these other things we would be out there helping him do. My mother would then can all of these things. And, uh, at that particular time, we had a coal stove so weren't allowed to help cook, fix the stove, but we did try.

Hendricks: So, you mentioned you moved to Louisville.

Wilson: Yeah, when there—

Hendricks: When did you move there? How old were you?

Wilson: Uh, '55, '56.

Hendricks: So, about six years old?

Wilson: Five.

Hendricks: Five or six?

Wilson: Five, because I went to – I started the school there and that's [coughs] that was when they were trying to decide where you were going to go to school, because the school that we were, we would've gone to next door in Stanford, they closed.

[17:00]

Hendricks: Could you tell me a bit about your schooling in Louisville when you were younger?

Wilson: Well, I went to what they called Henry Clay, and that was an integrated school. And so I went to first grade, and then when we moved, which was to the western part of Louisville, which had been an area that you had several situations. You had an area that had been set up for individuals who were coming back from the military, that they could buy homes. And it was a little area where you had a lot of whites and the socioeconomics varied in that area.

[18:00]

And it was segregated, and so when we moved there, uh, there were probably three families of African Americans. Our family, the people next door, the Prevetts, and there were two of them, and they're still – the daughter still has the home. And then the other part of it was most of the area was Catholic. And that church and that church still exists. Christ the King, and so what we would often do was play with each other: cards, softball, we even tried playing touch football.

[19:00]

Oh, my dad didn't think too much of that, he didn't think little girls should be doing that. And my neighbors on the other side of me were white and Catholic and so we just played. There was a lot of traffic, so we played out in the street, played softball, kickball, usually by the time it got dark, you know, mom and dad would come outside and say you got to get off the street. And then we'd go from one house to the other on the front porch, playing with each other. Louisville has been segregated for quite some time.

[20:00]

And at the time that we moved, we had a family, which was the Braydon's and I subsequently went to high school with the son, Jimmy Braydon. Their parents were thought to be communists. But they weren't. But they did have very activist activities. And that meant that they sold a house to a black family. And they tried to burn the house down, the family, the house got, tried to be burnt down. But we didn't really pay a whole lot of attention to that because we were just kids. And the Becks at the end of the block, there were ten of them.

[21:00]

And so, you know, we all just got out and ran and played. And therefore, they went to Catholic schools and there were no Catholic schools that the blacks could attend in that area. So, we just played. When we moved to Louisville, it was a time where you knew that there was prejudice and so forth but there was so much transition and relocating where people were living and in that area there was a lot of issues around race. Where you could go, what you could do.

[22:00]

And for a lot of people there was an area that was downtown, older homes, where more of the professionals lived. And then, in another area, where other professionals lived in. So it was not only segregated by race but segregated by social class. And in many ways it still is. So, we sort of just sort of grew up doing that. And active in the church. My aunt, my mother's baby sister, was married to a minister. And he was a nationally and internationally recognized minister.

Hendricks: And what was his name?

Wilson: Reverend D.E. King.

[23:00]

He's originally from outside of Memphis, but his real name is Darren King, but nobody ever called him that. And he was probably seventeen years older than my aunt. And therefore we had two cousins, they were male and they had a younger sister who was female. And at this particular time, my cousin Darren is the only one still alive. And he was a musician. He went to Western Kentucky, ran track and did hurdles. And any kind of instrument he could get himself on. And because we all played with each other, after church we would go into the main sanctuary and get on the piano or the organ.

[24:00]

And my uncle would come in and remind us that he didn't necessarily like the type of music that we were playing because he was old school. And his brother, Michael, played by ear. So, that was usually what we did between first service and the afternoon service. So all of those kinds of things of what we did. My dad was Methodist, my mom was Baptist, and so he went to his church. And then usually, once or twice a month, we, on a Sunday, would go out to my aunt's house and we would spend time with our uncles and my one uncle, James, who was the teacher, his wife had nephews and nieces that we played with as well.

[25:00]

Now they tended to be ten and fifteen years older but we were the kids, so we, you

know. I was in the debate club, I liked chemistry, and I learned a lot about the difference in races, primarily because when our neighbors, the Kaisers, moved, they didn't want anybody to know they had been living in the west end or having neighbors that were black. How did I know?

[26:00]

They came to visit one time and they was – they were explaining that and we were like “why? What’s...?” My dad was in the military and one of his best friends married a Japanese lady so we always had pictures of them and things of that nature. Because up until the time he died, they connected back and forth always. My mom’s brother went to Purdue, and was one of the first to go to Purdue as an African America. He was also one of the first to go into the Marines. And then he decided that he wouldn’t do that anymore. But, he wanted to be an attorney.

[27:00]

And at sixty-one, he got his law degree and was practicing. Her two sisters, Dorothy and Evelyn, went to Dillard. And since mom was the oldest, she stayed out a year, made some money, and that’s when she went to Kentucky State. We would go to Kentucky State on a regular basis. Commencements, games, and when they had opportunities to do things. And they always had activities and sometime my aunt would go because she was a 1918 graduate from Kentucky State. So we spent a lot of our time with adults.

Hendricks: So both your parents went to Kentucky State.

[28:00]

Wilson: Mm-hmm.

Hendricks: So that would make you a second-generation college student?

Wilson: Yes.

Hendricks: Right. Was it expected that you would go to college after you graduated high school? Did you family expect you to?

Wilson: There was no question.

Hendricks: No question. [laughs]

Wilson: That was a given.

Hendricks: Did you ever consider going to Kentucky State?

Wilson: Not really, because my sister's a year behind me, and it was – if you've not had the understanding of an HBCU, the culture there was such that dress, activities, and so forth cost money. And a lot of the people I knew that went to HBCU had relatives who also had gone, and so they were able to get scholarships and they did those types of things. Well my dad's position was, "okay, you're coming out in '68.

[29:00]

Your sister's coming out the next year. We need to sort of figure out where you're going and how you're going to do this and how we're going to pay for all of this". And my sister, she scored better of the SATs than I did but she didn't want to leave the state. I couldn't wait to get out of the state. You know, I really wanted to go to an Ivy League. And when we looked at the prices, Daddy was going [groans] because it was given, you know. It was no question, and my youngest sister is five years younger than I am so it was like you going, you know, it's just a matter of where and how.

Hendricks: And just for clarification, can you tell me what HBCU stands for?

Wilson: Historically Black University College or University.

[30:00]

Hendricks: Alright. So why did you Ball State to attend?

Wilson: I had gotten to know one of my mom's friends who was a teacher and she taught special education and I had plopped around over there when she was doing her special education classes. And I wanted to do special education. And when I went and was talking to Mrs. Clark, she would indicate that I needed to figure out whether I wanted to do educable or trainable. And she was concerned that some of the trainables are really big kids, that I probably would be better off doing educable. And so one of the things that we used to do all the time was go to the library. And I'll tell you a little bit more about that.

[31:00]

But I went to the library and found a book about schools and Ball State was one that was listed. And so, I said, "well, it's close enough, so I'll try to do that". And as a, going back, as a activity, the three houses – our house, the Kaisers, and the Prevett's – on a Thursday, regularly, we would all troops to the library, get the books out that we wanted, and home. And then we troops back on the next, return them, and bring them back home.

Hendricks: Mm-hmm.

Wilson: And so that's where you begin to find out means what. And so I decided to apply. Didn't know a thing about Ball State.

[32:00]

Had never seen a Ball State. Didn't know anybody who'd ever been to Ball State. But one of the women that my mom grew up with lived in Indianapolis. And Ms. McCamble said well, her daughter Larman was getting married to a gentleman whose name was Buckner, who was also in Indianapolis. And his brother had gone to Ball State. And he had a girlfriend who was at Ball State. So she fixed it up where Janet Thomas would write me and tell me all about Ball State. And so she did. I wrote back. And we conversed, and I decided to go. The other thing was I did not want to go to a school where everybody knew me.

[33:00]

I wanted the opportunity to try on different hats. Because I was basically fairly shy and I thought, I didn't want to be around other people who would set up who they thought I was. And when you see HBCUs, my dad and my mom, hell, their friends were not from the same city, the same state, you know. There may have been someone from Arkansas or New Jersey and all of these different places, so I thought this was the way do it because then you get to meet all these different people with different expectations and interests in all of these things. That was not Ball State, but that's what I thought I would be getting, so I made the application.

[34:00]

And they gave me college work study and I was like "oh, okay". And I came to Ball State.

Hendricks: So when you were writing to Janet, what were some of the things she told you to expect about Ball State?

Wilson: Well, there's no place in Muncie or Ball State that you can get your hair done. The ratio of guys to girls was more like four to five, so four to five girls for every one man. If you came, faculty, you know, they were okay but they weren't going to really do much to really push you. You were going to spend a lot of time in Muncie. That's where the social activities were. She was a sorority, she was a AKA, and that will be something you can do.

[35:00]

And there were the Deltas, those are the only two black sororities that we had. Don't even think about what white folks will do because they will let you, invite you, but they're, no, that's not going to happen. And these are some of the people that you will get to meet and most of them will be from Indianapolis or Gary. So I

was like, "okay".

Hendricks: You were mentioning that you kind of had an expectation from visiting Kentucky State with your parents and knowing about historically black universities. How was Ball State different from your expectation once you actually got here? What were the things that you noticed were different?

Wilson: Well, when I went to orientation, there was only one other person that was black. They had, uh, country music.

[36:00]

[scoffs] They felt like, you know, I needed to come and be a part of what they were doing and I didn't have an interest in doing any of that. And there were no staff or no, no one there that looked like me, made an effort to interact with me, uh, showed any interest in anything that I might have wanted to know, I was just sort of out there on my own. So that's why I brought a book. When I came to campus, there was a large population, so in the residence hall we had bunk beds. So you had two beds, and a bunk bed.

[37:00]

And we had to share the, the dresser drawers. There wasn't enough for – and uh, what else? There was not much interaction between blacks and white. That's an understatement in some ways. In the residence halls, there wasn't much to see. And you didn't really know where you were going to be or who was going to be your roommates or anything like that, which is something that I thought somebody would have, you know, well, such and such. Social, if blacks didn't do it for themselves, it didn't happen.

[38:00]

And the university wasn't really that concerned about it. Things that happened in the residence halls were things that I would have never thought would happen. We had dorm mothers, in HBCUs. You had a system where they had to sign out and sign in. And if your parents didn't give you permission to do those things, you weren't doing them. I don't think I saw our residence hall director more than once or twice. And she had a dog. And she would walk that dog in the halls.

[39:00]

And I don't do dogs.

Hendricks: [laughs]

Wilson: But she thought it was just fine for her to be walking her little dog, it was a little Span – Cocker Spaniel. There was no discussion of what was available, socially,

They had it set up where if the blacks females, there were one set of black on each floor. Which made no sense to me. The roommate that I had was from Columbus.

Hendricks: Was that Columbus, Indiana or Columbus, Ohio?

Wilson: Columbus, Indiana. And she had a boyfriend.

[40:00]

And she thought he was God's gift to whoever. But she had this habit of, if she wanted of her, out of the room, she would send somebody, whoever she was talking with, to come into the room and come and get whatever it was. Which did not go over well with me, because I didn't know who these people were she was sending to the room.

Hendricks: Mm-hmm.

Wilson: And she didn't understand why I had a problem with that. And if we were on campus, she never spoke to me. She made no acknowledgment that I was there. She could probably see me, like, from here to here.

Hendricks: And was your roommate another African American student?

Wilson: No.

Hendricks: She was white?

Wilson: Yes.

Hendricks: Okay. And did you live in the dorms all four years you were here?

Wilson: No.

Hendricks: No? Did you move off campus?

[41:00]

Wilson: I moved off campus. Te first year, um, the university the selection. Second year, there was another girl who was from Richmond and she was in the same boat. She didn't know anybody or anything. But, there were some other girls from Richmond and so they said "you don't have a roommate, you know, why don't you all get together and be roommates?" So we said hello, we said yeah we'll be roommates. We didn't know each other from Adam. And so we were roommates, Pat and I were roommates our sophomore year and our junior year. I tried to talk her into moving off campus, but her brothers were opposed to that. So she stayed on campus, so I was like in Demont and I moved out, what was it? Out there on

the other side of uh, Lafayette – LaFollette.

[42:00]

So we stayed there for those two years and then I decided nah, I got to get off campus. Although there were some girls there that I really enjoyed being with. One was, her name was, we called her Jan “Stretch” Dickens. She was for Fort Wayne, I think, I don’t remember. But she was really tall, she was a Spanish major, and she lived in a town that had, like, a seafood place. And so she would work there on weekends sometimes in the summer. And she, because she worked there, she would bring, well, things back like lobster.

[43:00]

And, you know, the one time she and some of the other girls, they had the lobster and they were walking it down the hall before she cooked it. And I didn’t know a thing about lobster but it was, it was fun, you know. They also do things like take the water, throw it down the hallway, and go sliding. So, it’s, it changed a little bit. And so that was a good part of it, because you got to know people for some different perspectives.

Hendricks: Mm-hmm.

Wilson: And part of that was the kinds of things I got involved in, because I worked at Special Programs and I did that the first year, which was, it was down in the basement of the student center. Then we got Special Programs house.

[44:00]

And so that gave you and opportunity to meet and interact with a lot of different people. And that first process of doing that, I got to meet Thelma Hiatt. Ms. Hiatt was head of the housing program, and she had gotten hurt, uh, on the, at the airport. And then she became director of the international program. And I used to spend a lot of time over there, and I interacted with her, visit with her, and shared with her ‘til the day she died. Um, and the things that, was important because there wasn’t any African American women to say anything about what to think about and how and so forth. Well, Hiatt was good at it, you know.

[45:00]

I can remember asking her, “well, why didn’t you get married?” And she said, “well, I was thinking about it but then I realized I didn’t want to have to wake up every morning looking at him”.

Hendricks: [laughs]

Wilson: So I was like "oh! Okay". And so sometimes when I'd come up here for meetings, I'd stay with her. Sometimes, just different kinds of things. She lived in the farmhouse that her parents had had, and they had had a, um, like a general, general store kind of thing. Out, not far outside of Muncie. And she stayed there and she had the farm and then she gave the farm to her niece, and she lived not too far from campus. Um, so as far as activities and things, there were two kinds of places.

[46:00]

You know, me, my world, in terms of who was here that were of color, and that was 'the family'. And then there were the faculty and the other individuals I got to know through activities, like being with the uh, admissions and credits. And you'd come up early, and you'd go over the records and you'd decide whether a student got to stay or school or they would send them home. And it was always interesting because you had to be concerned about confidentiality and, you know, you might somebody and you know that they won't be here, uh, and things like that. So that was always interesting and especially when they were telling, "oh, I think I'm going to sit out and work this semester". Oh, okay!

[47:00]

Other differences was that you really didn't have a lot of interaction with the faculty. And that's something that you knew in an HBCU, the faculty lived around the campus, they knew you, they may have known your parents. And there was this interaction and so forth, and, you know, they – they talked to you and when you were little: "oh, [unintelligible]". And there were a lot of conversations where they would say "you need to think about this" and I can't think of any time that I had any kind of conversation with a faculty in a classroom. I didn't like large classes. I didn't like early morning classes.

[48:00]

Early morning to me was ten o'clock. That seven o'clock class? Nuh uh, no. The notion that I had to put on a skirt to go to lunch – and you could have blue jeans or whatever for breakfast, but you had to have a skirt on for lunch. So you had to go run to the room, and at that time you had to wrap around, so you'd wrap it around, roll your blue jeans up, and go in.

Hendricks: And that was just an expectation that you had to wear a skirt to lunch?

Wilson: That was the rule.

Hendricks: That was the rule, you wouldn't be allowed in?

Wilson: No.

Hendricks: Wow.

Wilson: And see, you didn't mind that at dinner because you could come back and you weren't going to be coming from class. But coming from class, I won't put on a, no.

[49:00]

Nm-hmm. Nah. So, they didn't have some of those rules. Majority of people that I knew, in experience at HBCUs, they worked. They worked in the school. Here, I didn't really see any of the white students working. They may have, you know, and in what I know now is that some of them were working in the offices and doing other things but I didn't know a way of distinguishing them from somebody else. And more of them were from different places. But most of them were from right around this area, because I was surprised that there wasn't anyone from Clarkesville, Raleigh, you know, the southern part, that was not that many there.

[50:00]

And the other thing that was different is some of the comments that were made by the other females in the residence halls. You know, I made a point covering some of the things that went down. We had a young lady. She was a freshman. And we were in the hall, going to the kitchenette to get something to cook, because we didn't have meals in the residence hall on Friday evenings. And she wanted to know something and we said "well, what do you want to know?" She says, "do you all have tails?" [pauses] "Excuse me?" "Well I-I-I, I didn't, you know, ", she was apologizing.

[51:00]

You know, she really didn't know and she wanted to know if we had tails and could we show her?

Hendricks: Wow.

Wilson: Now coming from Louisville, you know, no. I'm, that's something that I may have heard of but that wasn't a reality. Now the funny part was, one of the others got in, said some mean, ugly things back to her. But she subsequently started running with blacks. Mostly black males. So it was like [disapproving sound]. But that was something that I knew I would never have seen or heard between Ball State and here.

[52:00]

Some of the kinds of things that happened out here, you know, we had [laughs]

basketball games. And there were at least three guys that played basketball. The coach would never let all three of them play at the same time, which we thought was weird. There was a walkout, just like "hmmm". When you went to Kentucky State, they had the biggest parade, social activities, on the campus. Didn't see that here. Social activities were not something that Ball State seemed to be concerned about when it came to blacks.

[53:00]

There was a gentleman who worked in the Alumni [Center], Ernie, and he was talking and we were all talking and he like "well, what did you all do for homecoming? Cause, you know, we never saw you at homecoming." And we said, "well, we knew what you all were doing". And so he was like, "well, what did you..?" I said "we had our own homecoming". Most of us weren't from a whole lot of money, so: Roberts Hotel, downtown. There were some other places they would do it. And it was either fraternities or the sororities, they got together and that's what you did.

[54:00]

And then it's the question: well how did you get there? Well, there was one or two guys that, on campus, who had cars. And they would drive from one dorm to the next, to pick up young ladies who wanted to go to the events off campus. And since we had to be back in by twelve, and the parties didn't end until after twelve, then you would end up finding somebody who lived off campus and there'd be eight or nine young ladies all parked in wherever they were living until you could get in at eight o'clock in the morning.

Hendricks: You mentioned that there was a walkout on campus?

Wilson: Oh there were several of those.

Hendricks: Um, were you referring to one in particular, or..?

Wilson: It was, uh, one of the football games, I mean – basketball games. There was an incident and some of the, related to the basketball players, and it – they walked out.

[55:00]

Hendricks: And that's when you were a student here?

Wilson: Mm-hmm.

Hendricks: Were you there for the walkout, or..?

Wilson: I came in a little late, but yeah I saw them walk.

Hendricks: And what was your reaction to that?

Wilson: Good.

Hendricks: Good? Why did you feel that way?

Wilson: [scoffs] Why would you limit three of your best players being on the floor all at one time? And since I knew those guys, it was like what is the problem? And there had been a walkout before I got here. And they walked out of Emens Auditorium, um, and you had to – well, I shouldn't say that. You wouldn't have known because during that time frame, you had a lot of racial issues on different campuses.

[56:00]

You had the Vietnamese – the Vietnam War issues, came and dealt with on the campus. You know, Ohio State, and the kids got killed.

Hendricks: Kent State.

Wilson: Kent State.

Hendricks: Yeah. Kent State, in Ohio.

Wilson: Yeah. Well, Ohio State and some of the others as well.

Hendricks: Mm-hmm.

Wilson: And so when those things happened, yeah I walked out. I sat on, right in front of the Arts Building and part of that was due to the fact that there was a young man I grew up with who didn't come home. And I never really saw why we were fighting that war.

[57:00]

Which, is a different conversation because my husband was in the war. What – yeah, you know, there were lots of things like that and being president of the Black Student Union, it's like, why are we having to be treated differently? Why can't you understand and give us the same respect that you give everybody else? You know, we did have some people that were good about that. Dr. Burr – Dr. Pruis, he had an open door policy so yeah, I'd trip over there and say, you know, "duh-duh-duh-duh" and "why this?" and so forth. But you also had, at that time, when they first opened Special Programs you had this notion, and it was not just Ball State that had this particular approach, but you might have a program for students of color.

[58:00]

And since we didn't really have Native Americans or Hispanics in any great numbers, you would expect certain things to be available. Well, when they first opened it, it was in the basement. He had a phone, and a desk, no staff, a couple of us as students, and there was not the support or the resources to make it a positive place for these groups of students.

Hendricks: Alright, as a member of those groups of students then, what did you guys do for social activities or organizations on campus if the university didn't really provide them for you?

[59:00]

Wilson: Well, we would reserve 311 and get one of the guys to bring the music, and we would have a little party. And we made sure that we cleaned it up, set it up, cause my friend Danny, uh, Henderson, who's, I'm still close friends with, and we'd go, we'd fix it and do it and then when it was time to go, we'd go.

Hendricks: Did you say it was called 311?

Wilson: Yes, room number.

Hendricks: Where's the room?

Wilson: Student Center.

Hendricks: Student Center, Room 311.

Wilson: Mm-hmm.

Hendricks: Okay.

Wilson: And so, there was no charge, you could dance, you could talk, you could have good time.

[01:00:00]

And then, you'd leave. And if there's someone that said "well, we're going to have an after-set, which is somebody's apartment off campus, you'd try to hook up so you could do that or we would walk back from the student center, out to the duck pond. Because, you know, we sat out there and just...

Hendricks: Mm-hmm. And then you mentioned that there were, um, black fraternities and sororities.

Wilson: Mm-hmm.

Hendricks: Were those a common thing for people to join when they came here?

Wilson: They were. Uh, the interesting thing was that, uh, it was not limited to African Americans. There were whites that joined those, particularly in the sororities. And, uh that was not the case down fraternity row.

[01:01:00]

The sororities had suites, like a little room, probably not much bigger than this, uh, in the residence halls.

Hendricks: Mm-hmm.

Wilson: And the sororities would have that space for their activities. And if you're not in that group, otherwise, one of the things we would do often times, those in Demont, we would all get together, there was, what, about eight of us. And they had brothers and others who were here on campus too. We'd all come over there. We might watch TV, we may play badminton, you know something, whatever, and just talk. And that was the social life for us. It was not anything spectacular, but when you talk to others who were in that time frame, at other institutions, particularly other PWIs, we were all doing the same thing, we were all having the same sets of issues.

[01:02:00]

We were all having the same kinds of reactions and treatments by the schools.

Hendricks: And what does PWI stand for?

Wilson: Predominantly White Institution.

Hendricks: And were you a member of any of –

Wilson: No.

Hendricks: – sororities? Why or why, or why not? Or, oh my gosh. Why weren't you a part?

Wilson: Primarily because I got into, involved into other things like Student Activities, uh, student government, and being involved in the, uh, Black Student Union. That just was not my cup of tea. I thought about it but...

Hendricks: So you were in the Black Student Union?

Wilson: Yes. I was secretary, treasurer, and for two years I was president.

[01:03:00]

And the biggest thing with that was that they guys thought it was horrible for a female to be the president. So I was president, and this vice president was a black male from Cleveland who was a Kappa. And so what I did was I decided to change it so that we were co-chairs. And that made the guys easier to deal with. Now, he and I had bunked heads because he wanted to be Chair and I was like "no, you the co-chair".

Hendricks: Mm-hmm.

Wilson: And, uh, and I talked to him about this when he was here this last summer at the reunion and we were talking about, "yeah, you know, I did that on purpose".

[01:04:00]

Because they didn't want a female to be head, they did think a woman should be head. And I'm like, "why not? I got elected. Now if I have to do something, I'll make [coughs], I'll make it 'co', so we can do what we need to do to go forward".

Hendricks: Mm-hmm. And I don't think I've already asked you this, but were you, were you a member of this organization your entire time here at Ball State?

Wilson: With the Black Student Union?

Hendricks: Yes.

Wilson: Yes.

Hendricks: And what years were that? Like, when did you come to Ball State, and –

Wilson: I came to Ball State in '68, I graduated undergrad '72, I graduated '74 with a master's then I, no, '73. Then I worked here for, uh, a yeah, in, uh, Special Programs.

Hendricks: Right. What other student organizations besides the Black Student Union were you a part of?

Wilson: Well, I was a student representative for, on the, Admissions and Credits cause they'd had us, a place for students, so the whole government kind of piece I did.

[01:05:00]

But there was enough to do to keep me busy just doing that.

Hendricks: And you were a part of the first Miss Black Ball State pageant, right? Or contest?

Wilson: Mm-hmm.

Hendricks: How did you come to be involved with that contest?

Wilson: Well, it was something that was decided upon through the Special Programs, and I figured why not?

Hendricks: And what year was that?

Wilson: That I don't remember, have to look at something.

[01:06:00]

That's a piece of paper I didn't bring. But you've got that somewhere. That'd would've been—

Hendricks: —1970—

Wilson: —1971, I think it was my junior year. Yeah, '71. But the Special Programs was the place for African American students. That's where we had activities, we had programs, we had programs because we found that some of our students, you know, didn't have a whole lot of money so we served lunch. We redid the basement so you could just go and hang out. We did a program with make-up and so forth. And we did that we had a tea.

[01:07:00]

And we were very excited, because Dr. Pruis came. And he was there. And I have pictures of him. We did other activities because, why not? I mean, there was no attempt to include us in things, so we made our own. Now, the thing to remember [unintelligible], those types of activities were things that individuals had done over time. We didn't have any expectations that the university was going to do anything. Now before we had, an alumni group, alumni from Muncie, in Muncie, would have activities for those who are coming back for a football game or for homecoming.

[01:08:00]

And that's sort of where I got the idea, you know, 'this is what you need to do'. Because this is what I saw. So we, we did those things. Yes, if you were having a Miss Ball State, you know, if you were a sorority, yeah you could, you could send somebody as a, as a candidate. But you knew that that was not going to happen. So, we did our own. The thing to keep in mind, though, is that was not something

unique to Ball State. It was happening nationwide because originally, for a person of color to get an education, they had to go to an HBCU.

[01:09:00]

And so that was the culture. So when those individuals moved out of that arena, that's what they brought with them, to say "this is what I think it should be". And if they had a parent or a friend or a – that's the culture, those were the activities, that's the arena in which they saw, and so they made it there for themselves.

Hendricks: What would you say that the reaction to the, the first contest on campus then was from the university? If it's being brought to this, campus, what was the reaction generally, do you think, to Miss Black Ball State?

Wilson: They didn't, they, they paid no attention. It was not even within their thought process. Now, that's not to say there might not have been someone who said "why?"

[01:10:00]

But, didn't – as long as it didn't cost them money, didn't involve anything. They could've cared less.

Hendricks: And then, you were the First Runner-Up the second year you competed in it. How did that feel to be First Runner-Up in that contest? Or how did you become First Runner-Up?

Wilson: Well, we had judges. We had activities. You had to answer questions. We pretty much set it up much like you would see if you were doing Miss Ball, Miss America, something like that. I managed to do it in a lot of ways that were pretty nontraditional. I had a jumpsuit on, I didn't wear shoes. I had written a poem that was very much involved in what's taking place on campus, in the world right then.

[01:11:00]

And I was sitting on the floor. But, I didn't have a big problem with that, other than one of the judges said I wasn't black enough.

Hendricks: And why, why did he say that?

Wilson: She said it.

Hendricks: She said it.

Wilson: Because, within black culture, particularly based on a lot of things that took place in slavery and so forth, people are judged by the color of their skin. And I wasn't

dark-dark, which blew me away.

[01:12:00]

It was like, because I've never been around where a color of my skin was an issue. Am I bright enough, in terms of intelligence? Am I articulate? Yeah, you n – you need, that's what you're going to be judge on. So, that just, like, where did this come from?

Hendricks: Mm-hmm.

Wilson: I knew, I eventually understood it but it's, to this day it's still something that was something that was in the culture comes up.

Hendricks: We just had the latest pageant this past month on campus, but now it's called the Unity Pageant and it includes, it's a cele – that pageant is part of Unity Week, which is a week a February where, on campus, we celebrate, um, all different ethnicities.

[01:13:00]

It's to promote diversity. So I know we have people from, um, the Latino Student Association, the Asian Student Association, and then the Black Student Association. They all are a part of that now, so it's grown to be a more inclusive pageant for people of color. What is your reaction to that? Do you think that's a good thing that that progressed, or..?

Wilson: I don't see why there should be any issue of it. I mean, if you're looking at the history of how those things developed and who was in the community, you know, there would not have been individuals who would've been able to do the diversity piece. So no, I don't have a problem with it. It just, I do understand that from an institutional standpoint, that makes it easier for the particular PWI to include all groups and I don't have to single out one.

[01:14:00]

Or, as you would say, if I got five dollars, and I've got ten groups who fit into this diversity piece, as opposed to giving each one of them a dollar, or coming up with the ten dollars that they use for the larger piece, I can just say it's the unity group and here's the ten dollars and I'm done with it.

Hendricks: Mm-hmm.

Wilson: From a diversity standpoint, and having been the director of the Multicultural Center at Ball – at, uh, U of L, that's a fine thing to do.

[01:15:00]

It may not make the students happy, it may not make, uh, a lot of sense in terms of budget, because at no time will they increase the budget. Okay, you now have to look at the fact that when we start talking about diversity, you can't come up with a person that is of diversity. You've got lots and lots of different groups, and they all want to be a part and addressed. Unfortunately, most institutions, higher-ed institutions, aren't interested in trying to come up with that additional money because they'd rather put it on research, sports, other aspects.

[01:16:00]

So if they can put it all in one little place, and get everybody happy, and nobody be able to see this and this, that's what they do.

Hendricks: Mm-hmm. So I'm going to backtrack—

Wilson: —mm-hmm—

Hendricks: —to why you said you came to Ball State. You said you wanted to major in special education. Is that what you official major was then, when you started at Ball State?

Wilson: No, it was elementary education because I didn't want to be in special ed, because Ball State did not have the delineation between trainables and educables. So I was like, okay. And the one time I did go to the advising they said "well we don't do that. This is what you can get, and this is what we have". So I was like, okay.

[01:17:00]

I'll just do special – I'll just do elementary education.

Hendricks: And generally what type of student were you, would you say? Were you..?

Wilson: Towards the end I would say I was a 'B' student, depending on the subject matter. I found that I like certain subjects better than others. Wasn't crazy about math, however, we had five courses of math. One of those courses was how to teach math and I enjoyed that because you needed to be able to teach a subject regardless of what the individual's ability level was.

[01:18:00]

And so when the teaching, they said, you now have to be able to teach it from this level, this level, or this level. That, to me, was good. And that was something that I remembered Miss Clarke saying, you know, you had, if you're going to teach math, and this is the major concept, you've got to be able to break that down so

that you can get this kid, this kid, this kid, and they all can learn it. But you going to have to teach it differently.

Hendricks: And was Miss Clarke your professor for that course?

Wilson: That was the teacher that was my mom's friend who was in—

Hendricks: Special education.

Wilson: Yeah.

Hendricks: So what was your initial goal, then, when you graduated? Like, what kind of job do you want to use with your degree?

Wilson: Uh, when I graduated I graduated with the elementary education and at that point I decided I was going to go into Student Affairs at the college level.

[01:19:00]

And I looked at teaching, but I found it rather ridiculous that if I took a job in Richmond, Indiana, I'd make more money than if I worked as a teacher in Indianapolis.

Hendricks: Why is that?

Wilson: I have no idea. [both laugh] That was the pay scale, and I thought that was about as ridiculous as the day is long. And, um, at that particular time I was work, still working at the Multi, at the Special Programs and Bob Coatie suggested, "why don't you do this?" Cause that's what I'd been doing.

[01:20:00]

And I decided that's the route I would go. And we knew based off what was going on, if you got a job in the college arena, there were two areas that you knew that you would always have a job. Admissions and Financial Aid.

Hendricks: [laughs]

Wilson: And so I got my degree in Student Affairs.

Hendricks: Alright, so you graduated with your undergraduate degree in 1972 and then you went to graduate school here at Ball State also.

Wilson: Mm-hmm.

Hendricks: Why did you go to Ball State for graduate school?

Wilson: Why not?

Hendricks: Was it just out of convenience then?

Wilson: No. That's what I had been doing. So why would I pick up and go someplace else?

[01:21:00]

No, this is where I grew, this is where I had my interests. These are the kinds of issues that I was dealing with. And I liked what I was doing. And so the Vice President for Student Affairs, Byroll, was this big individual in that whole field. So I went to one of the conferences and talked to this one, talked to this one, saw what you could do, how you could do it. And I got a job: University of Texas at Austin. And I was working with students of color. Native Americans, Hispanics, and blacks.

[01:22:00]

And so there's where we went from there.

Hendricks: Was your overall experience as a graduate student here at Ball State different than your experience as an undergraduate student?

Wilson: Oh heck yes.

Hendricks: How was it different?

Wilson: The amount of work that was available. I taught I class with what we called DASP – Directed Admissions, where we brought in students, winter quarter, whose scores were not as strong and we helped them prepare so that they could be able to go further. And often times, individuals will share a term like that will say “oh, those are individuals of color”. No, they were white kids – we had a kid from Alaska who was a Native American, we had all kinds of different individuals. We had some athletes.

[01:23:00]

So they had some weaknesses that we were trying to prepare them, so that when they hit some of the regular courses, they would be able to do well and go forward. So I taught a class.

Hendricks: And then you graduated from graduate school in 1973. And then you spent a year working at Ball State—

Wilson: —mm-hmm—

Hendricks: —correct? What job did you have here? Where did you work?

Wilson: I was working Special Programs.

Hendricks: Mm-hmm.

Wilson: The individual who was the education person was on maternity leave. So I took her job for the year. And, uh, when I did that, I worked with the library. I counseled students. I taught the class. We did programming, and then anything else Dr. Foster or Coatie said we needed to do.

[01:24:00]

Hendricks: And what was your experience like as an employee at Ball State in comparison to your experiences as a student here at Ball State?

Wilson: Not a whole lot different, cause I was working primarily with the same groups of individuals. I learned a lot about the politics that were going on and who got what and how and so forth, and a lot of that I got from talking with Thelma Hiatt or Dean Wickham, but that was, they were so closely related that they weren't different-different. Because you're still working with the same types of students, you're dealing deal with the same sets of issues and there are things that just, you know, didn't make a whole lot of difference in when you looked at them. You know, Ball State still had a small number of students of color, and even fewer who graduated.

[01:25:00]

We had students who lived in Muncie but when you pulled up their records that said they lived and commuted from New York and you're like "huh?" Okay, you that, you know that that's, so where are they? How do you find them? What do they need, and what do we do?

Hendricks: Do you know Dr. Milen Brown, is it?

Wilson: Milen Brown.

Hendricks: Brown?

Wilson: Yes!

Hendricks: Yes. How, what was your relationship?

Wilson: I met him when I was in graduate school. He had been graduate school, he had come here. He comes back regularly to the reunions.

[01:26:00]

He's a lot of fun. He's very bright, and he is someone that helps you put the threads together to understand what it's like to be an African American in this country and with these attitudes and how to deal with that. So one of the things that you'll hear him talk about is the stress that comes in with dealing with the prejudice. The stress that happens when you are a student of color and you've been top of your class and you walk into a classroom and the faculty is saying you're not quite qualified to be here.

[01:27:00]

And how do you cope? What do you do to keep going? And he does this research. You know, research, when I did my dissertation, the research we see says if you want to see students succeed, if they are of color, they're much more likely to succeed through an HBCU if they are a male than if they are at a PWI.

Hendricks: Is that the same or different for females?

Wilson: It's for – different. We have a tendency to do better in the PWI versus what a male could do. Now, why? Sometimes it's the prejudice.

[01:28:00]

How many options there are available, you know, if there are two big places for someone to take a leadership, it's easier for a female to do it, of color, than it is for a male because white men, black men, kind of thing. Now, and how to help students understand that without being angry, not knowing what to do with that and the differences that we have, within cultures.

Hendricks: Alright, so after you left Ball State, you said you got a job in Texas?

Wilson: Mm-hmm.

Hendricks: In Student Life? Did you stay there for a while, or..?

Wilson: I was there for a little over a year. We had [laughs], we had a group of students who walked out, took over the administration building and we had to make some changes.

[01:29:00]

So I then took a position in Nebraska [laughs]. And that was totally different because Nebraska is one half of campus s agriculture and farming, the other half is regular what you would think of. And I walked in the residence halls and my

colleagues were from New York, Chicago, Maine, and one of the ladies there had been a Ball State grad. [laughs]

Hendricks: That's interesting.

Wilson: It was! Because she was a music major when she was here.

[01:30:00]

Hendricks: And did you stay in Student Life positions?

Wilson: I stayed in Student Life until I came back to Louisville and from there I got out of education and when I got out of education I went into public situations. So I was head of the personnel department for the transit authority for Louisville. So I trained and tested, so that's where the testing and the training came in, bus drivers and maintenance workers. And I was the first female to do that. And so, my general manager had me go down to the maintenance area on a regular basis to help them figure out what and how.

[01:31:00]

We use a testing system out of the University of Chicago to test the bus drivers and working with the board. And I loved it because the typical person at the bus driving were white men who had been farmers. And so they liked to get their schedules so that they could come in at four o'clock in the morning and drive and be off by two. And if the weather was bad, they were sick.

[01:32:00]

And sometimes, there was one guy in particular, and a lot of them were from southern Indiana, he would always be sick for January, February, and March. But his rationale was 'I can't have an accident in the snow if I'm not driving'. So it gave you a different sort of look. Then I went to the city and I was personnel and training. And that is very different because it's political. So when we get a new mayor, unless you are connected with the right political stuff, and when I got hired I was specifically hired because I was nonpolitical.

[01:33:00]

So when the new person came in and they wanted the political and then that's when I went back to the university.

Hendricks: And back to the university: do you mean you went there as a student? Or as a—

Wilson: I went there as a staff person.

Hendricks: A staff person. You also, though, got another master's degree from the University of Louisville, correct?

Wilson: Yes.

Hendricks: What was that in? What was the degree in?

Wilson: That was in [pause], I'm trying to remember what the actual name was. Actually, what they did was when I went back, they felt like I needed some additional courses for the Ph.D. and I basically went into the counseling and personnel piece of higher education. But typically at U of L, those individuals are individuals who are teaching who want to principals and so forth.

[01:34:00]

So, I did what I needed to do there and then I went into the Ph.D. program.

Hendricks: And when did you get your Ph.D.?

Wilson: Two thousand eight, two thousand nine.

Hendricks: And so, was it in the same area for the most part? Same name?

Wilson: Mm-hmm.

Hendricks: If you weren't going to end up being a principal like some of the other people, what was your end goal? What did you want to do with the other degree?

Wilson: I wanted to be faculty.

Hendricks: You wanted to be faculty? In what capacity? Like what, what—

Wilson: Well—

Hendricks: —duties did you want to be in charge of?

Wilson: In being faculty, I wanted to teach people how to work better with students of color because the program that I was working in basically we were working with students of color who were first-generation college and other students who were first-generation college.

[01:35:00]

And making sure that they had the skill sets that they needed to go forward. And since I also did the faculty mentoring program for that group, so that faculty would know how to work with students because a lot of times in an institution like

U of L, with a law school, with a medical school, they don't necessarily know how to interact with students. Cause they sort of think, "okay, students should be able to come in, learn the material, and go. And they only way I'm going to interact with them is through a lecture". And a lot of students don't learn well that way. So we did the, did the program and all of that to help them be better teachers.

[01:36:00]

Hendricks: How would you say that your experience at the University of Louisville as a student in your master's and doctoral programs and as an employee was different than your experience at Ball State? Or were they similar?

Wilson: They were different in that I was in Louisville, I knew Louisville, I'm from – so I knew a lot more about what to expect, what issues the students might be experiencing. I became the director of the Multicultural Center when they opened it and it was different in that the Dean for Student Affairs specifically asked me to take this responsibility.

Hendricks: And why were you asked specifically?

[01:37:00]

Wilson: I could say that he thought I was a good person to have in there and partly also because I had been working with the Crane House, which is a Asian program and I had worked with the international students. So this gave me some insights. I'd been doing a lot of work with issues around race, discrimination, and those types of the things because one of the things that I did when I was with the city is I was a special assistant to the Affirmative Action officer. And how you write policies, what you need to do, what kind of issues, and things of that nature.

[01:38:00]

And so when I did that they also sort of pulled together. And the Crane House is primarily different Asian communities. So in Louisville we've got Vietnamese, Laotian, Cambodian, Chinese, Japanese. Because of the medical school, you have a large Asian population. Korean. So we would do a Asians program every year in connection with the museum. And so that sort of gave me the focus they thought I could be teachable to get some other things done.

[01:39:00]

And I did that and worked, worked very well. And I still have interactions with the Crane House and the woman who created that program in, is now ninety-two. And she is still very, very active and I love her dearly.

Hendricks: And do you still work for the University of Louisville?

Wilson: I am now retired.

Hendricks: When did you retire?

Wilson: I retired three years ago.

Hendricks: Three years ago. And why did you end up going back to Kentucky and back to Louisville? Was there any reason or is that just where you ended up?

Wilson: Well, my parents were there. And in between looking for another position my dad said, "well, why don't you look here?"

[01:40:00]

I was like, well, I guess I can. So it wasn't something that I said, I'm going to go back to Louisville. It was like, okay, I'm going home, see my dad, see my mom, see the family, and he's like "well, why don't you look here?" So I did, and I did.

Hendricks: Right, the last topic I'd like to talk to you about I think is really, like, specific to this project as a whole, because I want to talk about the Ball State Black Alumni Constituent Society. What is your relationship to that?

Wilson: Well, right now I am a former president of that group and I created, with the assistance of

[01:41:00]

Hollis Hughes, who has been on the Board of Trustees for a number of years, and a gentleman by the name of Dave Davis, who was a Ph.D. and Admissions administer and classmate of mine. And he is now deceased. And I had come up here and it was like [pause] – coming to this place after graduation, it was not like anything that I expected. Because I was expecting what I had seen when my mom and dad would go back to Ball, uh, to Kentucky State. And it was not that at all.

[01:42:00]

It was just, like, "what is this?" So I'm like "okay, well why can't we just do that?" And some of the individuals who lived in Muncie had brought some of us back and we would have a good time. We'd laugh, we'd talk, we shared what we remembered, who did what and all of that. And so I decided, you know, that would be something we should do. And we needed some help, so I contacted Fred Cox, John Hall, Liz O'Dell, people that I knew that would probably not tell me no, they wouldn't participate. And, Dr. Coatie, Bob Coatie, because he was still here, and we'd get together.

[01:43:00]

And I was like “well, why can’t we have a constituent group?” And so Dave said, “well –“, he went and talked to Hollis, and Hollis said, “well, you need to talk to this, this, this, this”, because the first reunion we did, I did that all myself. And so when I was driving up here I said, “ah, geez. I sent all those letters and stuff out”. You know, and we just, I just did it. And so it was like well, this is what we need. And so they said talk to Ed Shipley and Ed’s comment was “why? Why do you need a separate group?” And there was some resistance, but with Hollis being on the [Board of] Trustees, we didn’t have a whole lot of resistance.

[01:44:00]

Hendricks: [laughs]

Wilson: And so we did the first one. And—

Hendricks: And what year was that?

Wilson: I don’t remember but I think Dr. Doyle probably has some copies of some brochures and stuff of what we did and the time frame. And so we did that first one, and then people said “well, we want to do this every year”. Oh, nobody wanted to hear it every year. And we decided we would do this and we worked with Shipley and we wrote a constitution and rewrote it and sent it out to say when we wanted to have the reunion and one of things that we knew that we needed to do was to say, you know, “we need to have people to participate”.

[01:45:00]

And so, you know, someone like Al Williams, is like, “Al, you...” [mumbling]. So I, I just started grabbing folks and if they wanted to do it, we did it. And so, that’s how we sort of got started and then I became president and I did that for a number of years. And then I came off of that I was still a member as an ex-official, and then I made those trips at least a month, or once every two months. And then my sister asked me to take care of her daughter while she went to graduate school, she was a dance major. And so I did that, so when I did that, Rob and I decided that maybe I needed to cut back on some of the things that I was doing.

[01:46:00]

Because I was, you know, on the board for the Crane House, I was with the Boys and Girls Club, the Jazz Club, so a lot of things that I was doing as well as takin classes. So it was like, you can’t do it all.

Hendricks: What was the relationship with the Society and the Ball State Alumni Association when it first started?

Wilson: There was no relationship.

Hendricks: And why was that?

Wilson: Cause we started without, cause we started it. The initial group was some of the Muncie alum. And then we said ok, well, we can do this. You know, we never asked them to do anything with us before. So we were going to do this and that's what we did. And then, when Dave and Hollis said, well, Hollis said, "well, that's what the Alumni's for.

[01:47:00]

That's what they should be doing". And their response was, "well, why do we need to do this? What is this different – what's the necessity of it?" And to me, that was stupid because if you've never been involved with us, you don't know anything about what we do, you had no interactions with us, you know, why?

Hendricks: So what were some of your complaints then about the inclusion, like, the relationship between black students and the Alumni Association before the Society?

Wilson: There was no relationship. They never sent me anything, I never got a piece of paper or anything. So, and you know, I could turn around and look at the stuff that my mom had and my dad had. So, that's what I thought it should be and if it wasn't, I'm going to, then, make sure we have it.

[01:48:00]

You had Coatie, you had Foster here, Special Programs, those kind of things that they had been doing. So it wasn't an issue. If it had not been for Hollis and Dave, you know, we probably would've never approached them, cause we were like, you know, "if I can put it together with me, in Louisville, with Co – why would I go and ask the Alumni?" They've never made any interaction towards me, so I think a lot of times people don't realize that if you're accustomed to having to do it yourself, and doing what makes it work for you, why would you do anything else?

Hendricks: And would you say there's a relationship with the Alumni Association now, or..?

Wilson: Oh yeah, there is now.

Hendricks: And what's that relationship like?

Wilson: Well, I think it is good in the sense that we have a history.

[01:49:00]

We were able to get in simply to see and be a part of it, and one of the things that if you have a reunion, Ed will be right there playing cards and talking and hanging out with the groups. And so that was a positive. The issues now, and some of the kinds of changes – Sue Taylor has been an absolute bombshell in terms of being difficult to work with. She thinks she knows what it's like to be black, and what we need, when we need it, and that we should be following whatever she decides and there's not been a individual who's been in the president's position who's not had a headache with her.

[01:50:00]

Hendricks: And is she a part of the Alumni Association?

Wilson: She is now the director.

Hendricks: Okay.

Wilson: The person that was the best person to work with was Mark Irvin.

Hendricks: And why was that?

Wilson: Mark was willing to listen. He was willing to be involved and active, and as he told me when we were trying to do this reunion two years ago, his dad was a faculty member, he worked with the alumni, and he respected our perspectives and when there was difficulty getting others to understand or provide that, he would be that person who could sort of do it. As I said to him, I said, well.

[01:51:00]

You know, one of the things I appreciated about him was he'd listen, he respected, and he was willing to go to bat for us.

Hendricks: Besides the reunions, what other things does the Society do for black alumni?

Wilson: Well, I will tell you what we have done.

Hendricks: Okay.

Wilson: Because the things have changed. We have gone into the Black Expo programs to help them recruit. We have had other activities like coming up for the football games or other things like that for the group to get together. We have done programs where we went to some place like a Gary cause there's something about the distance between Gary and Muncie that a lot of times when they leave, they don't come back that often.

[01:52:00]

That we've gone up there and done a program or we've done the programs here in Indianapolis, those things haven't been done as much because the university really wants to try to have a program that's based on the model they have for white folks.

Hendricks: And do you think that's a good thing or a bad—

Wilson: No.

Hendricks: —thing? No. Why isn't it a good thing?

Wilson: My culture, my experiences are not the same. What I'm looking for and what pulls me back, which will get me to give you money, which is what you basically want, is not based your culture, yours values, and your perspective. And we recognize students who have succeeded and done certain things in terms of the programs.

[01:53:00]

And if we can get them when they're young, young being they recent grads, before they, and under the leadership with Ed, U of L has duplicated, replicated, what we've done here.

Hendricks: Wow.

Wilson: Unfortunately, a lot of other politics and stuff, that's not what's happening and as I said to you, and I wasn't sure how you took this, but at this point Sue has her own ideas about what it should be and it should be the way she sees it and not what's best for the program, for individuals who look like me and have these experiences.

[01:54:00]

But see, we could get some of the folks to come back that were graduates in the 50s. That's a different world, and if you don't understand that and you don't support that and embrace that, it'll die.

Hendricks: So what do you see as the future for the program? Or, what advice would you have for the program moving forward?

Wilson: Sue's not the person to lead the program. You need to look at a model much like what the HBCUs do. When you go back and they have a reunion or an activity, like they have with Kentucky State, you will have alums bring back money for all kinds of kinds of activities.

[01:55:00]

Twenty thousand dollars, thirty thousand dollars. For one alumni chapter out of Texas, out of Indianapolis, that's what you need. And to need, do that, you need to understand the culture, the issues. And be willing to understand that there can be more than one way to do it. But, that's not her.

Hendricks: Before we close the interview, is there anything that I haven't asked you about that you would like people to know about your life, career, or experiences here at Ball State?

Wilson: Um,

Hendricks: [laughs]

Wilson: I had a roommate.

[01:56:00]

Wilson: Gail Bush. Gail is from East Island, New York, and she was a great person to interact with. And she made it possible to me to learn more about white folks and we had a roommate, her name was Carol, she was from outside of Indianapolis. And the funniest thing I've ever heard is she didn't know French fries did not come out of a bag. I didn't know people didn't know that French fries were potatoes. She said, "no, they come out of a bag in your freezer, they all...", I was like "oh my gosh". But at that particular time,

[01:57:00]

when I came out, the economy was such that a lot of us did not have the opportunity to get positions that were the same, that supported the degrees that they were getting. And it is important that we look at higher education as a mechanism to prepare people to interact with a wide range of individuals and understand the cultural aspects that make us human beings. And if we don't do that and support that, we're in for a great deal of chaos.

Hendricks: Is there anything more you'd like to say?

Wilson: No!

Hendricks: No. Alright, then on behalf of the Ball State University

[01:58:00]

Hendricks: African American Oral History Project, I would like to sincerely thank you for your participation today.

Wilson: Thank you for having me.

[01:58:08]

End of interview



thank
YOU



Dr. Wilson,

Thank you so much for taking the time to be a part of the Ball State University African American Alumni Oral History Project. I've been listening to our interviews as I work through the transcription process and I'm enjoying hearing your stories as much as I did the first time, if not more. I particularly find myself reflecting on the stories about your time here as a student as my own undergraduate days come to an end. I'm excited to finish the transcription and share the finished product with you. I personally feel very honored to have interviewed you. Again, thank you so much.

Best wishes
Lauren Her

April 20, 2017

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Best wishes,

Lauren Hendricks

Oral History Portfolio

Robert Coatie

**Ball State University Oral History Workshop
THE BALL STATE UNIVERSITY AFRICAN-AMERICAN ALUMNI
ORAL HISTORY PROJECT**

**(Honors 390-752 / History 303-1, Spring 2017)
Interviewee Biographical Information Short Form**

[Ball State University Oral History Workshop Interviewee Biographical Information Form-Short.S17.docx]

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[If you need more room for answers, please attach a separate sheet]

Name (last, first, middle):

COATIE, Robert MASON

Your Maiden Name (if applicable):

Postal Mailing Address (street or P.O. box no., city, state, and zip code):

6937 Terry Chase Dr.
OLIVE BRANCH, MS. 38654

Phone Number (home or cellular [circle which provided]):

1-662-893-8574-home; 305-542-8941-Cell

Phone Number (work):

N/A

E-mail Address:

coatier@fiu.edu

Date of Birth (month, day, and year):

MAY 19, 1945

Place of Birth (city and state):

MOUND CITY, ILLINOIS

Education: (High School Name, City and State, and Date Diploma or GED Received):

MUNCIE CENTRAL High School
Muncie, Indiana
June, 1963, Diploma

Pre-Interview Notes
Conducted by Frank Lacopo
On 3/2/17

Initial Telephone contact with Robert Coatie

-Coatie was a student athlete while attending Ball State. He played in the first bowl game that Ball State ever participated in. This was against Tennessee State. As a traditionally all-black college, Tennessee State would have been the first such team to win a bowl game, had not Coatie's Ball State team beaten them. This is an historical fact that Coatie believes is neglected and would very much like to participate in creating a primary source for it.

-He describes himself as a "proud Ball State grad and a proud Munsonian."

-He did not have much to say about his academics or other aspects of his life as a student, which suggests that his time was devoted mostly to football. An interviewer will want to explore this more.

-After working in a teaching organization and a civil rights commission for a year, Coatie was invited back to Ball State to lead the special programs department, now called the Multicultural Center. He served that program for fifteen years.

-Recommendations from the Ball State Black Alumni Constituent Society "launched his career in higher ed." After Ball State, he gained employment with the University of Louisville and Florida National University.

-While working for Ball State, he gave his time to a Muncie anti-poverty agency.

-He also took special interest in the human aging process. He worked with the "area 6 agency on aging." He credits this organization for preparing him for his own old age, with which he is dealing now.

-He now lives in Mississippi.

-His wife *must* travel with him since he is a post-kidney disease patient and needs special care from her.

-I would recommend Coatie as an interviewee. While his special accommodation needs may cause issues with grant disbursement, he is of an older generation that is not yet represented among our interviewees.

Robert M. Coatier

Phone: (h) (305) 826-3100 (w) (305) 348-2436 E-mail: coatier@fiu.edu
662 843-8574 C 542-8917

A. Professional and Academic Information:

Education:

Forty-six graduate credit hours beyond Master's level
8/1972 M.A. Counseling Psychology, Ball State University
2/1968 B.S. Ball State University

Experience:

2002 - Present Senior Director, Multicultural Programs and Services and Student Retention,
2012 Florida International University, Miami, FL.
1993 - 2002 Director, Multicultural Programs and Services, Florida International University, Miami, FL.
1984 - 1992 Director, Center for Academic Achievement, University of Louisville, Louisville, KY.
Served as Interim Assistant Vice President for Student Development, 1989 - 1990.
1969 - 1984 Assistant Director, Minority Student Development, Ball State University, Muncie, IN.
1968 - 1969 Consultant, Affirmative Action Project, Indiana Civil Rights Commission, Indianapolis, IN.
1967 - 1968 Instructor, Physical Education and Science, Muncie Community Schools, Muncie, IN.

Honors and Awards:

2003 First, FIU Opportunity Award, Florida International University
2001 Finalist, Presidential Award for Achievement and Excellence, FIU
2001 University Award, Department of Campus Life, FIU
2000 Nominated for Access and Equity Award, FIU
1998 Outstanding Alumni Award, Alumni Association and the Black Alumni Constituent Society Board, Ball State University, Muncie, IN.
1992 African American Achiever, Louisville Defender Newspaper, Louisville, KY.
1991 Retention Excellence Award, Noel/Levitz National Center for Student Retention, Inc.
1982 "Advisor of the Year 1981-82", Student Leadership Development Board, Ball State University, Muncie, IN.
1981 Observer to the 1981 White House Conference on Aging, Washington, D.C.
1975 Outstanding Young Men of America
1974 KAPPA DELTA PI, Honor Society in Education

Additional Honors and Awards

Member of BSU's 1965 Football team
inducted into Ball State's Athletic
Hall of Fame, Feb. 2015.

FIU, MLK DREAMKEEPER AWARD, 2013

FIU, MLK OUTSTANDING SERVICE AWARD, 2012

Sutton's Who's Who in ACADEMIA, 2011-2012

FREDERICK DOUGLASS VISIONARY AWARD, 2008,
FIU PAN AFRICAN CELEBRATION COMMITTEE.

OUTSTANDING SERVICE AWARD, AREA SIX
Council on Aging, 1979-1981

OBSERVER to the White House CONFERENCE
ON Aging, 1981.

University Committees and Services:

- ☐ NCAA Committee on Compliance and Certification Review, Chaired Sub-Committee on Governance and Rules
- ☐ University Diversity Training Team
- ☐ Enrollment Management Committee
- ☐ Academic Affairs Task Force on Distance Learning
- ☐ Martin Luther King Commemorative Breakfast Committee, Chair
- ☐ Admissions and Credits Committee
- ☐ Commencement Committee
- ☐ University Council
- ☐ Judicial Hearing Committee
- ☐ Golden Drum Scholarship Committee
- ☐ Women's Center Advisory Board
- ☐ Biomedical Research Initiative for Scientific Enhancement Program
- ☐ Student Leadership Council
- ☐ Pan-African History Committee
- ☐ Faculty and Staff Dining Club, Founding Member

Funding:

- ☐ \$150,000 - Co-investigator with Department of Electrical Computer Engineering, Educational Innovations in Science, Engineering and Mathematics, with a Comprehensive Student Pipeline: From Pre-College to Graduate Studies, Promoting Recruitment, Retention and Academic Excellence. Office of Naval Research, March 2001.
- ☐ \$422,698 - Co-investigator with Department of Electrical and Computer Engineering, An Institutional Infrastructure in Support of Computer and Software Engineering with Special Focus on Human-Computer Interface Research: Information Processing, National Science Foundation, October 1999.
- ☐ \$270,000 - Co-authored retention component of H-COP grant in conjunction with the Division of Allied Health and School of Medicine, University of Louisville, 1988 - 91; \$531,912, 1991-94.
- ☐ \$60,000 - Co-authored proposal for the Recruitment and Retention of Minority Engineering students, University of Louisville, 1987.

- \$150,000 - Co-authored Upward Bound proposal, Ball State University, 1979-82.

Publications:

Coatie, R. "Embracing Diversity", Diversity Exchange Magazine, Florida International University, Spring 2002.

Coatie, R.M. Carreathers, K.R., Beekman, L., Nelson, W., Chapter Three "Three Exemplary Retention Programs", Leveling the Playing Field: Promoting Academic Success of Students of Color, New Directions for Student Services, No.74, San Francisco: Jossey-Bass, 1996.

C. Other Accomplishments:

- Established a partnership with Union Planters Bank and HOT-105 FM Radio to bring "SUCCESS NITE" - Networking event to University Park Campus, February 2001.
- Collaborated with APAAC, Student Government Association, University Housing, Black Student Union to participate in President Clinton's "One America Initiative: Campus Dialogue on Race," January 2000.
- Co-chaired Diversity Conference on Community Building, Miami, Florida, October 1998. Approximately 300 persons attended.
- Developed a comprehensive Retention Services program (originally planned to serve 400 students) to serve 1,100 minority students, with a retention rate of 80% as compared to 65% for the overall undergraduate student retention rate, University of Louisville, 1984 - 93.
- Expanded Supplemental Instruction from two "high risk" courses to 32 courses, 1984-93.
- Organized and developed a University-wide Exit Interview Program, University of Louisville, 1987 - 89.
- Developed Faculty Mentoring Program for over 1,000 students, 1984-93.
- Planned, designed and implemented a facility now known as the Multicultural House, Ball State University, 1970.

D. Advisees: (These individuals served as graduate assistants under my supervision)

- Rich Harris, Director, Disabled Student Services, Ball State University; BSU 1970
- Dr. Carolyn Arthur, Ph.D., Director of Retention, Bethel College, BSU 1974
- Dr. David Davis, Director, Early Outreach Program, Ball State University; BSU 1973
- Robert Nibbs, Regional Vice Pres., XO Communications, Atlanta, GA; BSU 1977
- Vell Hayes-Lyles, Associate Vice Pres., Enrollment Mgm't.; Coppin State, Baltimore, MD.; University of Louisville, 1987
- James Bowles, Coordinator, Institutional Research, Madisonville Community College; Uof L, 1992

E. Selected Presentations:

- ☐ "Planning for the next 10 years: Dialogue and Conversations," Student Affairs Directors' Retreat, Florida International University, Key Largo, Florida, May 2000.
- ☐ Thurgood Marshall Achievers Induction Ceremony, keynote address, March 13, 1999.
- ☐ "Stages of Racial Development," Diversity Retreat for Diversity Trainers, Miami, Florida, January 22, 1999.
- ☐ "Origin of Images," Diversity Training of Trainers Workshop, Florida International University, October 7, 1998.
- ☐ Diversity: The Community Building Model, Florida Black Faculty and Staff Association Conference, April 15, 1998.
- ☐ "Thriving and Surviving: A Successful Minority Retention Program", National Conference on Student Retention, New York City, NY, July 30, 1991.
- ☐ "Confronting Racism: An Urban Institution's Response", 3rd National Conference on Racial Ethnic Relations in American Higher Education, Santa Fe, New Mexico, June 2, 1991.
- ☐ "Mission Accomplished", Retention Presentation to the Board of Trustees, University of Louisville, November 28, 1988.
- ☐ "Retention Now and Forever", Kentucky Association of Collegiate Registrars and Admissions Officers, Paducah, Kentucky, October 14, 1988.
- ☐ "Creating Cultural Diversity: One Institution's Response", Second National Conference on Racial and Ethnic Relations in American Higher Education, Oklahoma City, Oklahoma, June 5, 1989.
- ☐ "Effective Retention Interventions for Minority Students at Urban Institutions", National Conference on Black Student Retention, Tampa, Florida, November 1987.
- ☐ "Exit Interviews-- How they Address the Needs of a Changing Population", National Academic Advising Association, Chicago, Illinois, October 1987.
- ☐ "Reflections: Retention Strategies for Minority Students at Urban Institutions", National Academic Advising Association, Seattle Washington, October 1986.
- ☐ "A Counseling Model for the Success and Survival of Black High School and College Students", Workshop on New Directions for Minority Learners, Ball State University, March 1975.

EMBRACING DIVERSITY — By ROBERT M. COATIE

Early recollections often shape and influence the degree to which we are willing to embrace diversity. At the tender age of four, I encountered a situation in my neighborhood that shook the very roots of my early foundation. Simply put, my playmate, while willing to have me play in her yard, could no longer play in my yard. She explained, matter of factly, "some black might rub off on me!" Naturally, I was devastated by the loss of a playmate and the decree of color degradation, until my parents in their infinite wisdom "put me together...again." Had it not been for their words of wisdom, I may never have recovered from this ordeal.

Over the early years, I would endure a segregated YMCA, summer camps, Cub Scout packs, drive-in restaurants that 'solicited white trade only', and educators who stated that I would have to work harder than my white counterparts to succeed in college. I have also come to accept as genuine the naive compassion of a child's heart that felt perfectly safe playing with a young boy of a darker hue on her side of the street. I have long since come to grips with the lesson learned from my playmate's parent (a law enforcement officer) who in the grievous process taught me that color would be viewed by some as a derogatory difference.

Today, I stand upon the shoulders of my parents who resisted any temptation to speak harsh and vengeful words of hate, but rather they addressed my hurt and humiliation with healing words of comfort, love, and validation. My parents successfully counterbalanced this early marker in my life. Thus, I was empowered to move beyond the hurt and the fear of rejection. Today, I readily practice crossing the lines and I am an advocate of an inclusive community.

For me, embracing a diverse community means leaving past transgressions behind—accepting the vision that can be realized while reaching for and uniting around a common goal and purpose.

Diverse community building requires a high level of trust, and in some instances, may require a healing process in order to move forward. What must we do to embrace diversity? We can begin by tearing down the walls that divide us. We need to work with each other individually and collectively to acknowledge the very



Robert Coatie presents Capt. Winston Scott, former astronaut and current vice president for Student Affairs at Florida State University, the Martin Luther King Commemorative Medal at FIU's Rascally Bay Campus Annual MLK Youth Forum.

essence of our existence. As educators, we should find ways to accentuate the hopes, dreams and aspirations of our youth. We need to be supportive of each other and place a renewed emphasis on the sense of belonging and a sense of purpose. As a matter of fact, the former tends to have a favorable impact upon the latter when seeking to influence community building. Add to the mix an increased visibility of all members of the community and we can begin to move from self and group acceptance to community-wide validation.

By moving away from past transgressions (and other hurtful acts) to healing and a higher level of trust, we can move forward together in the company of men and women of good will from all walks and hues. We would do well to share with our youth the first lesson of diversity my parents shared with me: a lesson on love and the acceptance of self and others. My parents successfully countered a significant emotional event in my life when they resisted a certain and present temptation to respond to bigotry with hatred. Their comforting words of love and validation provided me with a predisposition that still outweighs any unpleasant words or deeds I may encounter. Their parental act of faith and good will provided me with a reservoir of inner strength and an intense desire to stand and give of myself in any community in which I dwell.

Only in acts of good will and similar acts of affirmation can we tear down walls—brick by brick and stone by stone. Then we can build a solid foundation for the building of a diverse community, one that does not divide with each crisis that occurs. ■

Robert M. Coatie is the director of Multicultural Programs and Services at Florida International University.

Sources

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Lauren Hendricks

2 May 2017

HONR 390 Oral History Workshop: Ball State
University African-American Alumni Oral
History Project

Dr. Michael Doyle

Questions for Oral History Interview with Dr. Robert "Bob" Coatie on 24 March 2017 Ball
State University, Muncie, Indiana

★ BELOW
Let's start with you
Childhood. Can you tell
me... Childhood

MUNCIE

- When and where were you born?
- What were your parents' names?
- What were your parents like? What was your relationship with them like?
- Did you have any siblings? Names? Relationship?
- What was your relationship w/ your extended family like?
- What values were important to your family?
- What impact has your family had on your life?
- What kind of neighborhood did you grow up in? What was it like? What did you do for fun as a kid? As a teen? YMCA Segregated
- Tell me about your schooling. Primary/elem? High school? Sports/clubs?

Additional Questions:

Religion Name of Church N. Walnut field house mom's job SPORTS

Learn black history? Student-ath integrated waited to serve w/ friends Tracy demonstrated

What years did you attend?

Ball State - Undergrad

- Were you expected to attend college? Butler didn't go
- First generation college student?
- Why did you choose Ball State? Butler - What did your attendance mean? parentology
- What were your first impressions of Ball State? Campus? campus
- What is different/similar to previous schooling? How was the transition?
- What were the biggest differences you noticed? Home
- Where did you live? (On-campus? off?) What were these experiences like? If both, which did you prefer?
- What kind of student were you? What did you major in?
- Did you have any favorite subjects, classes, professors, faculty members?
- Were you involved in any (non-athletic) extra curriculars?
 - Which clubs/organizations? If not, why not?
- Social life: What did you do for fun? What was there to do? Integrated? University provided (there weren't a lot of these)

Admission standards Butler → football (fraternity)

Football!

- Did you play football before college (to what extent?)
- What made you want to play for Ball State? ^{position}
- What was the racial make-up on the team (not a ton of African American students at Ball State to start with)
- What was your experience as a student-athlete? ^{average day}
 - How was it different/same to experience to other students?
 - How was being an African-American student athlete different?
- Tell me about your experience on the football team?
 - Any stories? Favorite memories? How'd it shape your college experience?
- BALL STATE FIRST BOWL GAME: 1965 vs. Tennessee State (Grantland Rice Bowl)
 - What was it like? Winning? (Ball State's played in 7 Division I bowl games since 1989, but our record is 0-7). ^{TIE} ^{All correct correctly should} ^{recognized in 2015}
 - Where was the game? What was the crowd like? How'd you feel?
- ★ Tennessee - traditionally ~~all Black~~ ^{Black}. Would've been first college like that
- Post-Grad (BSU) life ^{to win Bowl Game}
 - When did you graduate?
 - What were your initial plans for after graduation?
 - What job did you immediately have after graduation? (teaching organization & civil rights commission) ^{Civil Rights Commission}
 - Why did you return to work at Ball State? When? ^{Black Studies Assoc. official recognized in 1989}
 - Special Programs Department (Multicultural Center) ^{Planned, developed, implemented}
 - ⊖ Served Department for 15 years (from 1969 to 1984)
 - Assistant Director, Minority Student Development
 - Why did this Special Programs department come about? Why was it founded? What was its purpose?
 - What did it do? What kind of programs did it put on?
- Assistant Director → What was your relationship with Robert Foster? ^{Director of Special Programs} Assist. Director of Special programs
- Presented the "Citizen of the Year" Award by the Omega Psi Phi Fraternity, Upsilon Beta Chapter. Article from Daily News in _____ said you helped plan, direct, and coordinate minority student orientation programs. You're quoted as saying "This is one honor I will always cherish". Award ~~given to~~ is highest honor given to an individual by the service/social organization. ^{activity programs}
- Muncie Times 2005 said you were a professor here for 15 years. Did you teach? If not, why this title? ^{Muncie Anti-Poverty Agency}
- ★ Graduate degree from Ball State? When? In what? What Ball State? '72

Post - Ball State Career

- University of Louisville (1984-1992)
 - Director, Center for Academic Achievement Retention
 - Interim Assistant Vice President for Student Development (89-90)
- Florida International University (Miami)
 - Director of Multicultural Programs and Services (1993-2002)
 - Senior Director of Multicultural Programs and Services and Student Retention (2002)
 - Retire? Where do you live now? What do you do?

Legacy

~~Want to return to roots before end family~~
"Proud Munsonian" meaning?

★ 2005 Muncie Times described you as "a builder, cheer, encourager".

- Do you agree? How would you describe yourself?

Awards: - 1975: Outstanding Young Men of America
- 1981: Observer to the 1981 White House Conference on Aging in D.C.
- 1982: Advisor of the Year (81-82), from Student Leadership Development Board, Ball State

- 1992: African-American Achiever, Louisville Defender Newspaper

⊖ 1998: (One of four winners) Outstanding Alumni Award from Black Alumni Constituent Society → What is your relationship with them like? What did it mean to get this?

- 2001: University Award, FIU

- Frederick Douglass Visionary Award 2008, FIU Pan African Celebrating Committee

- 2011-2012 Sutton's Who's Who in Academia

- MLK Outstanding Senior Award 2012, FIU?

- MLK Dreamkeeper Award, FIU, 2013

2015 Ball State Athletic Hall of Fame

• What do you think your legacy is? What do you want it to be?

• Anything I haven't asked you about that you wish I would've

⊙ Anything you'd like to say before we end?

• "On behalf of the Ball State University African American Alumni Oral History Project, I'd like to sincerely thank you for your participation today".

Archives and Special Collections

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Ball State University African-American Alumni Oral History Project

Archival Identification:

Interviewer: Lauren Hendricks

Interviewee: Dr. Robert "Bob" Coatie

Date of interview: 4 April 2017

Videographer: Anna Muckenfuss

Interview Supervisor: Dr. Michael Wm. Doyle

Hendricks: Hello. My name's Lauren Hendricks. Today's date is April 4th, 2017 and I am interviewing Dr. Robert Coatie on the Ball State campus as part of the Ball State University African American Alumni Oral History Project. Dr. Coatie, thank you so much for being here today. If you could start with your childhood – would you be able to tell me when and where you were born?

Coatie: Yes. I was born in the state of Illinois, in a small town know as Mound City. It's in the southern portion of Illinois. Connected to the Ohio River, if you will. Moved from there at about five weeks old, so I'm told, and came to Muncie, Indiana. So I pretty much consider myself a Munsonian as a result of that.

Hendricks: Alright. What were your parents' names?

[1:00]

Coatie: My mother was Georgia Mason Coatie. My father Dixon Coleman Coatie.

Hendricks: And what were your parents like?

Coatie: My parents were very loving individuals. They were strict. They had rules and regulations. I like to think that I did well because – or better – because I was the youngest of eight. And I probably got away with a little bit more than the other seven as the baby of the family.

Hendricks: For clarification, when were you born?

Coatie: I was born May 19th, 1945.

Hendricks: Alright. And you mentioned you were the youngest of eight.

[2:00]

What was your relationship like with your other seven siblings?

Coatie: Well, it was a good relationship. The age range was such that my sister, who's four year older than I am, and my brother, five years older, were together all of the time. The rest of the family, sometimes, they being older, they were away. I had sisters that lived with an aunt part of the time as I was growing up. And I had brothers who were away, either armed forces and what have you, and being adults. My oldest brother is about eighty-seven years old and will have a birthday this month.

Hendricks: And what were your siblings' names?

Coatie: Charles, Bertha, Elmer, Barbara, Naomi, George, and Muriel.

[3:00]

Hendricks: And you mentioned that your sisters lived with one of your aunts for a while? What was your relationship with your extended family like?

Coatie: It was, it was good because I spent a lot of time at the aunt's house where they lived and she was a great cook, and so I was ready to go home with her any Sunday and any other day of the week as such. So it was a good relationship and I spent time, spent the night at the house as well.

Hendricks: And did your extended family live in Muncie, or around Muncie?

Coatie: Yes. We were all in Muncie.

Hendricks: All – everyone was in Muncie, then.

Coatie: Yes.

Hendricks: What values would you say were important to your family?

Coatie: Values that were important were things that were taught and passed on to us by our parents.

[4:00]

Honesty, integrity, was very important. To be caring, being compassionate, no hate.

Hendricks: So you grew up in Muncie. Where in Muncie, specifically, did you live and grow

up?

Coatie: For most of my life, as a student, I live at 1207 East Jackson Street here in Muncie.

Hendricks: And how would you describe the neighborhood that you grew up in at that time?

Coatie: The neighborhood was such, as that particular block, the twelve hundred block, was such that it was pretty much all white when we moved in. And so when we moved in, there was a black family there.

[5:00]

Whereas in the eleven hundred block, the ten hundred block, you would see more black people than white and beyond that, moving towards downtown, you would see mostly white people.

Hendricks: You said that it was mostly white when you moved there. Did that change over time or did it stay primarily white, in your block?

Coatie: It changed over time.

Hendricks: And what were the factors that caused that to change? Was it just naturally or..?

Coatie: It seemed, it seemed somewhat natural. Sometimes there were families that had children and they may have moved, maybe with growing families, or changes of income, or what have you. I have to think about my playmate, who lived directly across the street from me.

[06:00]

And at about the time I was age four, we had a relationship of playing together. She would cross the street to play with me. And one day, she called out for me to come over and play with her. We got along great, so I approached my parents to ask, cause you didn't cross the street, you didn't go anywhere without checking in with the parents. So I asked if I could go over and play with her. My father said, "Ask her to come over here and play with you". I did. Her response was, "I can't. My dad says some black might rub off on me". And that statement hit me like a ton of bricks.

[07:00]

Immediately I went to tell my parents what was said. As a result, they spoke words of wisdom and comfort and caring. And they let me know that I was someone special, that I had a right to be here. And they did this without anger, they did this without name calling. There was no profanity spoken. And they did

not talk about the neighbor for saying those things to his daughter. I would remember that he was a policeman, later on, and that probably worked into my computer later on, as I grew up. But the thing about it, when they finished talking to me, they had put me back together again. And because of that, I was able to continue moving forward, I was able to get along.

[08:00]

I would not stop playing with white boys and girls. I would hear from my elementary school principal that I was making myself a nuisance of white girls because I walked home behind some of them, trying to play tag. And so he then restricted me to two streets, Adams or Jackson going east. Because I lived on Jackson, you had no business on Washington Street. So I survived those kinds of lessons, but I always remembered those as a part of my foundation. I had heard the saying, "if you are yellow, you're mellow."

[09:00]

If you're brown, stick around. If you're white, you're alright. If you're black, get back!" I knew I was brown, at that time. So to hear my playmate, one who we got along very well as playmates, declare that she could get some black rubbed off on her from me was double shocking. I'm talking about it extensively now, but I believe I got over it because I never stopped pushing the button. I never stopped moving across the lines. Crossing the lines was important to me. And so therefore,

[10:00]

I continued and I kept that as a part of my base as to why I believe Muncie and Ball State are very important to my foundation and to my success where I have lived and worked.

Hendricks: And you said that, like, you didn't let that affect you, you kept pushing the button. Where did that mentality come from? Was it your parents? Or, was it just something unique to you?

Coatie: Oh no. My parents, they were the foundation at home. Because if they had gone another way on that day, I'm afraid that I would have too. I might have been lost, in that sense, for the rest of my life. I might've given in to the hatred.

Hendricks: And was that day your first interaction with a racial prejudice against you, or were you aware of that before that incident?

[11:00]

Coatie: That's my earliest recollection of something directed toward me and sole toward me. Parents weren't outside playing, sisters and brothers weren't outside. It was

me and my friend, were outside.

Hendricks: Were there any other incidents like that that stick out in your memory, when it was something primarily directed at you?

Coatie: Well there were things, growing up in Muncie, Indiana, that one went through with. The YMCAs were separate, they were not equal. The swimming pool at the branch Y during my time was in disrepair and was never repaired, that I could use it.

[12:00]

One could swim at the downtown Y, some could. My brother, five years older than me, would go to bible study lessons there, and afterwards all the boys would go swimming. He was stopped, he could not go in and swim with them. Later on, as a high school student, some of our high school friends said, "hey, we're having a sock hop," – a dance – "sock hop at the Y after school. Come on over". And so several of us did, wasn't just me, but several black students went over.

[13:00]

But eventually, the music was stopped and we were asked to leave. So those were things that I grew up with also. There were certain drive-ins that did not welcome you. You could be in the car with someone who was white. After a long time of ignoring you, someone might come to the window and say, "we solicit white trade only," and turn and walk away. There were other stores, the five and ten cent stores, that had the counter along one side of the room and a standing place where they sold hot dogs and hamburgers and beverages. And that was for people who looked like me.

[14:00]

Before I got out of high school, some of us did go in fact, we did go in fact and sit down and wait to be served. So there were things of that nature that took place, but the foundation is there.

Hendricks: You mentioned that places like the YMCA were segregated and that the pool would never repaired, that you guys could play there. What did you and your friends then, as children, for fun around Muncie?

Coatie: [clears throat] Excuse me, sorry. Well, Tuhey Pool in Tuhey Park was not available either until there was a wait-in demonstration there. I, matter of fact, lived by the branch Y director and some other individuals and people began to somehow see the light and open that up.

[15:00]

However there was what was called the Municipal Pool at the very east end of Washington Street. And there, there was a stone quarry and they had, they had fixed it so they could have different pools and then later on, they remodeled it and they had kind of a wading-swimming area, and then the deep area. And that's where I went swimming. We were allowed to go there. That's where I took my swimming lessons and any day of the week that my parents would allow me, I would go and stay all day, come home, couldn't breathe at night, you know, because I had been in the water too long. But that's where I did my swimming. And I liked it better than Tuhey Pool. Cause I did go to Tuhey Pool sometimes.

[16:00]

Hendricks: What would you do, say, in the winter when the pool was closed? What would you guys do for fun then?

Coatie: Well there was always some very good basketball being played at the North Walnut Street Fieldhouse in Muncie, Indiana. As I grew up, there was the Muncie Central Bearcats. By my senior year in high school, there was also the Muncie Southside Rebels, so there were two high schools later on. So you could go to the high school football games, basketball games, you didn't have to be a high school student to go. You just needed a ticket. And so I watched basketball and I played the football. And so those were things that I could do. And there, when that wasn't available, there were two things you could do at my house.

[17:00]

You could listen to the radio and hear Gunsmoke and other scary stories and sit away from the window if you were a little bit frightened. Listen to the out of town basketball games that the Bearcats were playing and keep score. And you could also go to church. My father was a minister and a pastor of a church and the church he pastored started in our house, in the front room. He used the tree in the front yard and later a tent in the lot next door to use until the basement was built. And then after that, the service was held there, and after that, when the building was finished, in the auditorium. Always something to do.

Hendricks: So to what extent, what role did religion and the church play in your life then, if your father was a minister?

[18:00]

Coatie: It played a very prominent part in my life. And I was thinking about it the other day, and I was thinking how Sunday mornings were one of the times that I didn't really want to go to church, to Sunday school. I lived next door and if I was ready on time, and you needed to be ready on time, I would be one of the first children there. And I wanted to go when all of the children were there. But as I grew up,

that also become one of my favorite times, was with the Sunday school, because the study of the Biblical teaching and the word, as such.

[19:00]

So eventually, I got over that thought. It took a while, but church was a, more than a meeting and greeting place. But it was great seeing other children. I can also recall time when I'd sit on the back row of the tent, on July 4th, trying to turn my head and look and see the fireworks once they started. And I must say at that time I thought that my father was the meanest father in the world when I was of age, that I could not go to see the fireworks. And that happened because he could see everything, he's sitting up front.

[20:00]

He was up and speaking one time and he made me move to the front of the church where I could not see out of the tent. I think I was, the mothers of the church had a certain, had certain seats. And they had two or three rows that they could sit on. And they always took the row of seats next to the wall. So where did I end up? On that front row there. The same thing happened when my brother made me laugh. If he succeeded in making me burst out laughter, at something that was funny or not so funny, I got called up to the very front. So the good about that was that I learned how to clamp down on the laughter and not do more than smile when he tempted me to laugh, because he knew that he could get me in trouble that way.

[21:00]

Hendricks: And what was the name of your church?

Coatie: Church of God in Christ. At that time it was called the New Jerusalem Church of God in Christ, but the network of the church was the Church of God in Christ.

Hendricks: And your father was a minister, what did your mother do? Did she have a job or was she just staying home with all the kids?

Coatie: That's a good question, because my mother, before I left – graduated out of middle school – she decided to go to school to become a licensed practical nurse. And she did that here at Ball Memorial Hospital. She did that several years after my oldest sister decided not to go to college.

[22:00]

And she decided not go because she was told that she needed to go to Homer G. Phillips Hospital, a black hospital in St. Louis, to become a nurse. She would've been one of the first in my family to study at Ball State, and then also take on the nursing program there. But as a result of that, she did not want to leave the city at

that time, and so she did not go.

Hendricks: A while ago, you mentioned how your principal in elementary school, I think, called you a nuisance?

Coatie: Yes.

Hendricks: Where did you attend elementary school?

Coatie: I attended elementary school at Washington Elementary, which at that time was the oldest, or maybe the first, building, elementary school building. I think it had written on it 1889, that [laughs] or something like that.

[23:00]

But it was on Adams Street. Lived about five blocks away from, then. And, uh, but that's where I went to school.

Hendricks: And that was an integrated elementary school?

Coatie: Yes.

Hendricks: And then middle school. Did you go to a different school for middle school?

Coatie: Yes.

Hendricks: Where was that?

Coatie: McKinley Elementary School, which was, well, some of the classes were in the North Walnut Street Fieldhouse, and others were in the building adjacent to the fieldhouse, or north of the fieldhouse.

Hendricks: And then where did you go to high school?

Coatie: I'm a Muncie Central graduate. Class of '63.

Hendricks: Alright. And what was your high school experience like? If you could sum it up.

Coatie: High school experience was a good experience. Lots and lots of students.

[24:00]

Not as many my senior year, because Southside had been built. The class of '63 still has reunions and there's probably one coming up in a year or so. We still gather here. We're very proud because the basketball team won the state championship in 1963. And so that happened, football didn't win the state but we

won more games than we lost my senior year, and that was much better than my junior year. So it was a, it was a very good experience.

Hendricks: And was your high school also integrated?

Coatie: Oh yes.

Hendricks: What would you say that ratio of white students to black student was?

[25:00]

Coatie: Probably, I'd have to take a wild guess, at 10 percent, 15 percent black and the balance white. There were gathering places in the building when waiting for classes to begin. At lunch time, if you had lunch and the lunch period wasn't over, they'd also open up the auditorium so you could sit in the auditorium. On the left side of the auditorium was a cluster of black students typically and the white students would be, you know, on the other side of the building.

Hendricks: Would you say that you fit into any of the high school stereotypes that exist, such as a jock or a bookworm?

[26:00]

Would you say you fit into any of those stereotypes? Like, what kind of student were you?

Coatie: I was a student athlete but I took most of my classes serious. And I studied and prepared. Every day when there was not football practice, I left school, and I lived on Jackson Street, so I left and went to the Muncie Public Library. Before I ever went home, I studied there. And I stayed there until I got a little hungry or something like that, I might leave early. But that was my place to go and study. I didn't have a lot of choice in the matter of not being a good student or decent student because my parents were such that you had to bring the report cards in.

[27:00]

They needed to see them. You had to explain the Cs or anything below Cs and one of the things that my mother would always say to me is, "you can do better than that. Now, if this does not improve, you'll have to come off of the football field, practice". Or, you know, I even tried track. "Well, you'll have to quit the track team and this and that, or whatever you were doing," basketball in junior high school. And I think she felt very strongly about that because she had been high school valedictorian of her class. My father didn't stress it that way as much because where he lived in Tennessee, about this time, your school was over, for him.

[28:00]

And at eighth grade it was over for him, because they needed to till the land, they needed to get things ready for crops and the planting. But he had, he had the goal set for me to get a bachelor's degree, a master's degree, and a doctorate. He wanted me to have all of it, so that – so I wouldn't say that I was necessarily a great student, but I caught on pretty quickly in most things, save for the math. [laughs]

Hendricks: So education was obviously very important to you parents and to your family.

Coatie: Yes.

Hendricks: And you said your dad expected you to get a bachelor's degree and go beyond that. Was it expected for all of you, like, you and your siblings, to go to college?

Coatie: Yes. They desired for all of us to go and they, I was the youngest, but they always said, "we don't necessarily have the funds for that, but we will make the sacrifice for you to go".

[29:00]

And I was the first one to go and to complete college. My sister who is four years older than me eventually did come to Ball State, and she is a Ball State graduate. She left high school, she graduated from high school and went to Indiana Business College only to be told as she was finishing up that there was no demand for Negro secretaries. But she also then ended up becoming the first operator, Negro operator, hired at Indiana Bell, as it was called at that time, the telephone company here in Muncie.

[30:00]

Hendricks: What made you choose Ball State to attend for your undergraduate studies?

Coatie: Ball State was one of two choices that I had. The other one was Butler. [laughing] Need I say any more? And I decided, I had a couple of, I would do 'what-ifs?'. And I thought about it like this. One of my thoughts I had was, what if I went to Butler and did not make it, flunked out? Then I'd have to come back home and tell everybody. What if I went to Ball – to Butler, and ran out of money? [laughs] There's nobody there to back me up. So I thought about that, but the third thing that I thought about was Butler had offered me a scholarship, an athletic scholarship.

[31:00]

And they said it was full ride. Ball State offered me a scholarship, they didn't use the term 'full ride'. It was not a full ride. But I had attended some of the Ball State games and Butler, great rivalry of Ball State at that time, but I had the feeling that Ball State was going to start beating Butler. And that's why I decided to come and beginning with my junior year, I was right. And my senior year I was right. It worked out. Made the right choice.

Hendricks: So, as you're starting as student and not just as a Muncie community member, what were your impressions of Ball State, from a student's standpoint?

Coatie: My impression of Ball State. Well Ball State, first of all, was the place that I used to see, if I rode with my auntie on the bus, as she was going to cook and clean in the Westwood neighborhood.

[32:00]

Ball State was the place that I rode in our car, or eventually drove my mother, to Ball Hospital to work, or picked her up. My other experience would've been in the music department, where I took a voice lesson or two, to improve my singing, encouraged by the music director at Muncie Central. So I had been on campus and had at least one class. So I had, that was, those were kind of like precursors for. And the – oh, also, I attended some football games.

[33:00]

And I saw things that some of the linemen were not doing that we were being taught to do. You know, you don't stop until the whistle blows. And I saw linemen not going downfield and getting blocks after that stopping. And I thought, if I were out there, I'd still be running like I was taught to do. There's some guys down there that, who could've been blocked, that could've been at touchdown. So those were both motivational things that I was at least familiar with. I was not so familiar with the level of competition, you know. There's an old saying: "every round goes higher and higher". But as I talked to student from Muncie that I knew and I asked them, "what's it like?" I tried to get them to tell me and fill me in.

[34:00]

Because I had a brother and sister at home who had preceded me in elementary, junior high, and high school. I could always hear from them and get some good tips. When I came here, they couldn't give me any tips. So, I had to learn from the very beginning. My impression of the lecture style, you know, and as one instructor said to me the difference, one of the differences, was that students, the experienced student, they picked up the pen and as the professor walked in and said "good morning", they wrote it down. They didn't wait to start taking notes when the lecture started. So I listened to that. I never wrote down good morning that I know of but I had pen in hand, ready to go.

[35:00]

And I learned along the way that I needed not only pen in hand and notes, but I also needed to read the text all the way through, and reread it, time permitting. Even if the professor was known to use his notes, you needed to cover all of the material. So I found out firsthand that the competition was keener, more sharper, because you're at the next level. And everybody was a good student before they got here, and some not so much. So that was, that was what I had to contend with. And also playing football, you know, three o'clock in the afternoon, two-thirty, you're headed to put on equipment.

[36:00]

Or, if football season is over, you're having to lift weights. Other people may be out playing or getting a nap, or they have an opportunity to go to the library then. When I went, when I started my studying, say after eating something, I'm a little tired. Let's say real tired. And so other students that had a chance, they had choices about what they were going to do. And I didn't have those choices. Thank goodness I had two fellow friends and fraternity brothers, eventually, who roommates, who were good students, and they allowed me to knock on the door and after putting me through the drill, they would unlock the door and let me in. And I would study with them because if I would have gone home, the tendency would be not to study, invite me to hop in the bed.

[37:00]

But I would go and study with them. Sometimes I would lie on one of the beds. When I went to sleep, they'd wake me up. "Coatie, take this desk. You study here, I'll move over there". Charles Martin, may he rest in peace, and Joe Edwards forever in my mind and in my heart because of what they did for me. So I knew to go there and that made the difference. I would sometimes go to the library first and then leave there after getting tired and sitting in hard seats, you know those library seats that always remained hard. But then I would shift and go there. There were times when I started going here, if you were going to catch the bus, you had to get on it before six o'clock.

[38:00]

So you had no choice but to get on the bus. Or I called home, "Dad, will you come and pick me up?" Later on, if he didn't need the car, I would drive it. And then I could go home after my study time.

Hendricks: So it sounds like there was a bit of a learning curve, but would you say ultimately you had a smooth transition from high school to college?

Coatie: I did, but it was not as smooth as elementary to junior high, or junior high to high school.

Hendricks: And you graduated high school in the spring of 1963. Did you start at Ball State that following fall?

Coatie: That's right.

Hendricks: Alright. And what was your major here at Ball State?

Coatie: I was a physical education major. I was going to teach and coach. And I was an American History minor, because history was one of my favorite subjects and I was good at it. Learning curve. [laughs]

[39:00]

Hendricks: Learning curve. And then you mentioned that you would go home after football and after you were done studying. Did you live with your parents, then, all four years of college?

Coatie: Yes, I did.

Hendricks: And had you, maybe, wished you had lived in the dorms? Or by yourself, off campus? Or, like, looking back, are you still happy that you lived with your parents all four years?

Coatie: I'm happy about that. Never really thought much about the off campus living, other than the living at home being off campus. There was a point in time, say two years in, where my athletic grant and aid increased. And I had an opportunity to live on campus and pay for a room. And I thought about that. And I decided not to do that. I figured that if I remained at home, I could be responsible for clothing and other needs that – without turning to my parents, as such.

[40:00]

And so I stayed there and as I went on, I had the opportunity to use, to utilize the family vehicle, more and more. After I got to college, I think by that time my mother had stopped working. Arthritis had begun to take its toll quite a bit, so that she had to quit. And so I could pretty much utilize the car, you know, to get that done. And I thought that that was kind of helpful, and supportive in a way of my parents and such.

Hendricks: Did you have any favorite subjects or classes as a student here?

[41:00]

Coatie: I liked the history area quite a bit, and I think the actual courses begin to take on a different meaning at the graduate level. At the graduate level, I was studying counseling psychology and I believe I completed a minor in sociology but along the way, I discovered that we had courses that I could take here in gerontology. And so I completed enough courses in gerontology to have a minor in Applied Gerontology.

[42:00]

And that would also surface again, in terms of some of my community work while I was here. But courses like Group Dynamics were important to me. I've always liked to watch people, I've always been an observer, and so the counseling psychology caught my interest. My mother, I think, was a natural counselor. There were times, I think, my sister might get someone on the phone and they wanted to talk to someone and she couldn't continue to talk to them and do the job. So there were times when she would put them on hold, "Mom, there's someone you need to talk to". And my mother would talk to this person, this troubled person, until they felt better.

[43:00]

And I think it was in the genes that that was important to me, to work with people. And to try, and as it carried over with students and working with students, not just to be around saying, "well, this is what you need to do". But it was important to me to talk with students and when they wanted to know, "well, what do you think?" My goal was to help them sort out the alternatives. "You know, so it seems to me you can do this, or this, or this". And so, so if I could come up with maybe three things for them to consider, and to weigh what might be the best thing to do. Or, you know, to look at the pro and cons of those things. Then I felt that I had been helpful.

[44:00]

But I did not need to tell them "do this". You know, that, that wasn't my goal. And I think along the way, I've heard from students over the years, and sometimes the approach that I used with them, even if I didn't succeed in helping them, they knew that I cared. That too was important to me.

Hendricks: As an undergraduate student, were you involved in any nonathletic extracurriculars?

Coatie: Yes. I was a member of Kappa Alpha Psi Fraternity that was here on campus. There was maybe a couple of other groups that I was a part of. Football didn't leave me a lot of time to do that.

[45:00]

But in addition to the off campus, very early on, when I was trying to get an increase in grant and aid, I was, I was directed toward financial aid work study. You need to get a little job on campus. My job wasn't on campus, it was in the Whitely community at the, what is now known as, the Buley Center. The Buley Center had not been built at that time, nor was the MOMs program available at that time. But, you know, Monday through Friday I had a job for about two to three hours in the Whitely community working with teenagers and what have you.

[46:00]

And it gave me a chance to talk to them about college and about their studies. And doing something, thinking about life after high school, or life after middle school.

Hendricks: Would you say that that set you up for what you then did after graduation, that experience?

Coatie: I think, I think that there's a good chance that it did. I had, it took going through student teaching to discover, in a sense, that I didn't really want to teach. However, the fall semester, quarter I should say, we were on the quarter system, but the fall term that I student-taught, I then had the opportunity to teach some of those same classes at the high school and then my afternoons, I was hired by the Muncie Community Schools system and I taught science in one of the middle schools – Keener Middle School.

[47:00]

So I ended up getting a full year's experience of teaching as a result of that. And I knew after that that I didn't really want to coach, as such. But I was going to, I would've ended up teaching and coaching but I was offered a job in Indianapolis working with the state's Civil Rights Commission on an employment project with the Equal Employment Opportunities Commission, funding it. And I stayed there for a year, a very empowering year for me.

[48:00]

And I had an opportunity then to come to Ball State. So that gave me the chance to get back with the students.

Hendricks: So we've touched a bit on your life post your undergraduate time at Ball State, but before we leave that completely I want to talk about one thing and that's your place on the football team because I know that was a big part of your time here as an undergraduate student. What years did you play for Ball State?

[pause in recording]

Muckenfuss: Rolling.

Hendricks: What years did you play football for Ball State?

Coatie: I played varsity for Ball State in 1964 through 1966.

Hendricks: So would that have been your sophomore, junior, and senior year?

Coatie: That is correct.

Hendricks: Did you play football your freshman year as well?

Coatie: I did.

[49:00]

And at that time, freshmen weren't allowed to play varsity back in the sixties, in that portion of the sixties. So I played, I played on the freshman team and we had three games and plenty of practice during that time. I recall participating in one of the games. I was hurt in practice. I had an injury to my left arm. And by the time they got me to Ball Hospital and the doctor examined me, he said that I had not only a dislocated elbow, but he indicated that I had a smashed radius, that I had another broken bone.

[50:00]

And to top it off, he indicated that there was some paralysis in the arm. And he told me, "you'll never play football again, so just get it out of your mind". At that time I was in so much pain I couldn't care about that, [laughs] I could care less. And the thing about it, my parents were out of town, they were in Gary, Indiana, my father had been preaching there. Later on I was to find out that he was, they were encouraging him to stay for another week or another few days. He decline and he and my mother came back to town. And as fate would have it, he arrived home in time to catch the telephone ringing.

[51:00]

Got into the house, took the call that said that I had been injured and was in the hospital. He came to the hospital and when I looked up and saw him, that's the news that I had, and we were about to go in the room wherever the doctor was going to do the work, and so I said to my father, "keep on praying, Daddy". Cause I knew that he was praying, and I went in to that room and the doctor, all I can ever remember him doing was a procedure that would take care of the dislocation. I don't remember being put under or to sleep or anything. And my arm was placed in a cast, the doctor said I would be in the cast six weeks.

[52:00]

I was in it three weeks. Sling? You're going to be in the sling three weeks. I was in the sling for one week. And that was good because the arm was kind of stuck in a position like that, and you needed to move it, to work on that. Each time that I tried to ask the doctor about the broken bones, the smashed radius, the paralysis, he would never answer me. He never answered me. So after about three times I stopped asking him. And I claimed the victory through the prayer. And I went on to play varsity football. I played as much as I wanted and in some cases I played more than I wanted. You know, there were times I was tired.

[53:00]

But I was still being called on to play. I was on All-Conference defensive end for my junior and senior year. And of course, the highlight was in, as a junior, my junior year, we were unbeaten. At that time, we played nine games. And we were invited to play in the Grantland Rice Bowl in Murfreesboro, Tennessee. We were not Division I at that time, but that was the bowl game that they had. We played Tennessee State, or Tennessee A and I, University in Nashville. They were also unbeaten. And the game ended in a tie. They didn't break the ties way back then. But we ended in a tie so both teams remained unbeaten.

[54:00]

Had Tennessee A and I and won, they would have been the first team to win an interracial tilt, in terms of a bowl game, at that time. I don't know, I've always looked at that as great history for Ball State, not just because we played but from the historical sense as to what took place. That was a first for Ball State. We were not the first unbeaten team, you go back to 1949, but in terms of our being there and in playing against a predominantly black institution. So that was, uh, of course, you know, one of the great highlights.

[55:00]

And at that time, we were playing on what now I assume is used as the soccer field or something here on University Avenue. Down past the physical plant, as we called it, or across from Ball Hospital.

Hendricks: Okay, yeah. I think that is a soccer field now.

Coatie: Yes. We were, we were told in the recruiting process that there would be a stadium in the future, and projected that perhaps by our, my senior year we would play there. Senior year came and went and I sat in the stands perhaps the next year, once some of my former teammates opened up in the new stadium. But it seems to me that what was said and done, and what was accomplished in 1965 paved the way for the support for the stadium.

[56:00]

And I do recall the team, the football team, winning a campus headliner or award or something like that for what were able to accomplish in athletics, you know, at that time.

Hendricks: So the bowl game in 1965, right?

Coatie: That's right.

Hendricks: And you said it was a tie game. Do you remember what the score was?

Coatie: Yes, it was fourteen to fourteen.

Hendricks: Alright, and if they didn't break a tie, when you tell people that you played in that game, do you tell people that, like, both teams won? Or was it a tie, like, what was the feel of it? Do you feel like had you won the game, in a sense? Or...?

Coatie: I think most of the Ball State Cardinals at that time felt that we won because our fullback had scored and crossed the line, and nowadays they say that imaginary plane counts and that's a touchdown.

[57:00]

What happened, he got hit after he crossed it and, hit very hard, and knocked out of the end zone. So those referees didn't count it. So rather than, in order to spare them that history, we just say we tied. And the, with the emphasis on we remained unbeaten.

Hendricks: Mm-hmm.

Coatie: And how great that was for both teams.

Hendricks: And since join – becoming a Division I school, Ball State has played in seven bowl games since 1989 but has never won a bowl game. What is it—

Coatie: Is that right?

Hendricks: Yeah, since 1989, I looked it up, we—

Coatie: Oh.

Hendricks: played in seven bowl games. I know, I think the last one was about two years ago, but we have not won a bowl game. Our record is 0-7.

[58:00]

So what does it mean to you to have one of the only victories, per se, in a bowl game as a Ball State football player?

Coatie: Well a few years ago, I went to St. Petersburg, Florida, whenever that was, if it was two or maybe, maybe it was three or four years ago now, in anticipation that they would win, that I'd be supporting my alma mater. And I did, it just didn't work out for Ball State. I'm always disappointed when they lose. There were years after we had the unbeaten season, or the nine-oh-and-one, that teams were on their way. And I always want them to become unbeaten again.

Hendricks: Mm-hmm.

Coatie: I always wanted to win each and every time, and even though I've not lived in the state of Indiana in years, I'm always glad that with cable I can look and, if they're on TV, I can pick them up and back my alma mater.

[59:00]

So I don't, I don't get real happy because the 1949 team and the 1965 team are the only ones to accomplish that, and 1949 didn't have a tie. I'm proud of what we were able to do, but I don't want to Ball State to rest on the laurels of '49 and '65. You know, it's enough of a, it's really, it's really kind of a shock to me to be here in 2017 and look back and see that the fifty years that have passed, I was here two years ago when they recognized the 1965 team for fifty years.

[01:00:00]

And now I have to look at oh, okay, soon it'll be fifty years since I was a fresh – it'll be fifty-five, and so when I think about those things, that's a lot of years. When I walk in the hall of the Student Center and see there's no bookstore there anymore. That's shocking to me. But I'm very excited and elated the growth of Ball State University, so I don't, I don't take any pleasure in being one of the only schools, because I really believe that if they win next year, somebody will write about '49 and '65 even if it's just one sentence. They'll say that it, "this is the first unbeaten season since whatever time".

[01:01:00]

Hendricks: You said you were a defensive end, is that correct?

Coatie: Yes, yes.

Hendricks: Were you only playing that position the entire time? Or did you play other positions?

Coatie: As a sophomore I played linebacker, I started off playing linebacker. And my, for that particular year, and I became a start maybe midseason, which kind of changed the defense for that next year and I was moved to defensive end. And that was a good place for me. You can see everything that's coming, you know, the line that would come in a block and knock you down, and the ball carrier. You can see it all and work on that.

Hendricks: And for the record, what was your number?

Coatie: I was number sixty-three.

Hendricks: And were you that number the entire time you played for Ball State?

[01:02:00]

Coatie: Yes. I was.

Hendricks: And is there any significance behind that number, or...?

Coatie: Well, I graduated from high school in '63. It was, I think, I think actually it was one of the numbers that was available [laughs] when I got my jersey as a varsity member. I don't necessarily remember what I had as a freshman. But that was a fine number, you know, for me.

Hendricks: In the 1960s, there weren't a lot of African American students at Ball State. What was the racial make-up of the football team? Were there a good number of African American football players? Or were you one of few?

Coatie: I was one of three as a sophomore, I'm sorry, as a junior.

[01:03:00]

And the unbeaten squad that we had. There may have been five my sophomore year. There was very small number at the time that I was going through, playing. It increased my senior year, there may have been five again.

Hendricks: And as an athlete, would you say that you experienced any racial discrimination, being an African American athlete? Or was it, kind of, like, you're all athletes on the same, level, playing field? Or did you witness any discrimination personally?

Coatie: I don't know that, that I, that I witnessed discrimination, per se.

[01:04:00]

But certainly heard some snide remarks along the way. I remember being on the

football field with the spring game, and I heard one of the referees, use the N-word in his conversation with the referees, other referees. Yeah, I spoke to him about that on the field. I also reported it. And it was upsetting, so I just played a little harder. I had teammates who were good guys, but sometimes when they saw me in the mirror, combing my hair, I might hear remarks like, "what are you doing? You don't have any hair to comb".

[01:05:00]

And I'd invite them out of the mirror. But, I, um, there was one time, we were playing somewhere else, we were out of town, one of my good teammate guys got upset and he called one of the other players, one of the black players, on the other team, out of his name, and we talked about. So, there were things like that that happened. I think that sometimes, during the four years that I played, I think that, I think that there times when some other players also maybe received some differential treatment. Things that they did were seen to be out of line.

[01:06:00]

And in some instances, just like that, off the team. I remember, I remember that, the time I was here, there was an all Greek variety show. We would team up and two fraternities, two sororities, and we would do a fifteen minute skit or play or act, or what have you. And I was one of the main characters, or the lead character, for, and I decided to, to grow the hair that I could grow on my face for my role. And the defense line coach saw me, and this was in the spring semester, and he had questions about the hair on my face.

[01:07:00]

And I was directed to shave. And not only to shave the beard I was trying to grow, I'd always had a little mustache but my mustache was coming in heavy. I was directed to shave my mustache. And he indicated that I need to look clean cut. I offered to him that my father looks clean cut, and he has a mustache. I shaved because I knew that if I had not shaved, I would have been disinvited to participate on the team. And if did not, it would've been very difficult for me, sitting down, not participating, and doing something that I knew that I could do and do very well.

[01:08:00]

So, I followed the orders of the coach. Later on, you know when my time was up, and I still had some courses to take, I didn't have to do that. I could be my own person.

Hendricks: You mentioned that you were a part of the All-Greek variety show?

Coatie: Yes.

Hendricks: When did you join your fraternity that you were a part of?

Coatie: As a freshman.

Hendricks: As a freshman?

Coatie: The spring of 1964.

Hendricks: And what was your experience as a pledge of that fraternity like?

Coatie: Most of it was very good. It was, it was good. It was a way to meet other individuals.

[01:09:00]

There were, in my pledge class I guess there were probably at least two, no, there were, yeah, at least two other young men from Muncie, Indiana, that were in the pledge class. And, but it gave me a chance to, to meet not only pledge class members, but to meet other individuals who were already in the fraternity. That I probably, I would not have gotten to know so well, people that I still have contact with today.

Hendricks: And what would you say the reason for you joining that fraternity was?

Coatie: I think, I went to one of the events and, perhaps it was some of the comments made by one of the individuals that I knew or a couple of them that I knew, that I thought it might be a good experience for me.

[01:10:00]

And so I took the plunge.

Hendricks: And would you say that you had a positive experience with the Kappa Alpha Psi fraternity during your time here?

Coatie: I did. I had a positive experience. Most of it, you know, ninety, ninety-five percent of it was positive. I went on to, when I returned to Ball State, I became the advisor to the organization, as well as a few other organizations as I worked here.

[01:11:00]

Hendricks: What year did you graduate from Ball State, as an undergraduate student?

Coatie: I graduated February 28th, 1968.

Hendricks: Great. And then did you immediately return to school for your master's degree? Or did you have a job in between your bachelor's degree and your master's degree?

Coatie: Yeah. I had, I work for the Muncie Community Schools the rest of that year and as a matter of fact, once I finished student-teaching, I ended up being hired. And so I was working and going school, to finish out that year. I did not start taking any courses until after I returned to work at Ball State. So, may have been the fall of '69 or fall of '70.

[01:12:00]

It's been awhile, so...

Hendricks: Yeah.

Coatie: [laughs]

Hendricks: And you said that you worked for the Civil Rights Commission?

Coatie: I did.

Hendricks: After you graduated?

Coatie: Yes.

Hendricks: What was your experience with that commission like?

Coatie: It was a great experience. My wife and I had married in 1968. We were living here, we purchased a home on Charles Street and so I commuted when I got hired there. I got hired in July. We married in June, I guess by July, this opportunity came and I took it. Some of the training that I did for the job took place in Washington D.C. and other places and it was an Affirmative Action project.

[01:13:00]

It was a great learning time for me. And my project was really, too me all over the state of Indiana. I had to select a list of fifty cities and then zero in on twenty-five factories or businesses that, according to the percentages of their workforce, were underutilizing minorities. And I visited those places. I studied about them first with the information they sent me. I would do a field visit, even, and ask questions that I had as result of looking at their information. And I would always take the tour of the buildings. I must have been pretty good at what I was doing because periodically I would be offered a job, so it either that or they wanted me to, to get me out of their hair.

[01:14:00]

With the, with that particular work, but, it was, it taught me some things that I could use later on, and that was good.

Hendricks: And you mentioned you'd married your wife. What's your wife's name?

Coatie: Birdeen Golden Coatie.

Hendricks: Alright, and when did you guys get married?

Coatie: We were married on June 29th, 1968. We'll be, we're looking for the forty-ninth year this June, in a couple of months.

Hendricks: Congratulations.

Coatie: Thank you.

Hendricks: When did you return to Ball State for your master's degree?

Coatie: I returned after beginning work here, and after I'd married.

[01:15:00]

Because remember, I was commuting, not only to Indianapolis on a every day, but there were times that I had to be in Gary, Michigan City, Jeffersonville, New Albany, all over the state. And so when I did not have that as a part of my work assignment, and was on campus, it was more convenient for me to start then.

Hendricks: So you were hired by Ball State. What job were you hired for?

Coatie: I was hired as the first Assistant Director of Special Programs, which today is known as Multicultural Programs, and the Center for Multicultural Programs, I believe. I may be misstating the name.

Hendricks: So you were there, then, when that program got set up and implemented, correct?

Coatie: Yes, it had been implemented at least one year.

[01:16:00]

And there had been one director, and then Doctor, the late Doctor Robert Foster was hired, and the opportunity to extend the staff, and I had an opportunity to become an assistant director to him.

Hendricks: So you were the Assistant Director, and—

Coatie: Yes.

Hendricks: Dr. Foster was the director?

Coatie: That's right.

Hendricks: Could you tell me a bit more about your relationship with Dr. Foster?

Coatie: I had a very positive relationship with him, even more than I knew at the time. He was not only a role model, but, you know, nowadays you hear a lot about coaches, you know, personal coaches and people who are there to lead the way. Dr. Foster taught me so many things. I think, think back, one of the things that

[01:17:00]

he taught me, when I was here, we had many activities and programs but we never, never, never, ever had one activity or event that we did not sit down in the aftermath and evaluate that particular event or program. If we didn't do anything else other than talk about, "what did you like about the program? What went well? What did you not like about it? What did not go well?" Attendance, was it male – you know, if it didn't fly, why? And then the idea was to come with thoughts about should we repeat it or are we done repeating it? Let's do this, or let's do that. Now I don't know about today, cause like, you know, the fifty years are here, are approaching.

[01:18:00]

But several annual events were set. I was very tempted to go over and talk and see what their annual events were and I decided not to do that, and get too much information before my interview, but at that time that's one of the things that we did, it was the first years, so we continued some things that had been started and added more to them.

Hendricks: So you were here for the first few years of the department. Why was there a need for the Special Programs department on campus? Why did it come about?

Coatie: Well, there was a need for it in order to further incorporate black students into the university setting.

[01:19:00]

There was a need to do that to involve students, not saying that there wasn't residence hall activities and opportunities and councils and that kind of thing. But perhaps there were not enough of those activities on campus. You also had the

backdrop of the nation and what was happening at other places, or what was not happening. And so, there needed to be some guidance available. There needed to be people on campus encouraging students to become involved. If Ball State University had been the kind of place that had, say, fifteen or twenty percent of its faculty were faculty of color, then perhaps they could have, in their spare time, pulled a youngster, or three, or four, or seven over after class.

[01:20:00]

"Come see me," or talk to them then. "What are you doing? What are you involved in? You need to get involved". And that may have happened with a few of the people that were here, but there weren't that many here. For me, as a student, Dr. Charles Greenwood was here in advising. Now, I never had Dr. Greenwood as an advisor, but he a kind of person, he was an advisor to the fraternity, but he was a kind of person that I could go up and he would give me five or ten minutes of his time in between appointments that he had with the students that were assigned to him.

[01:21:00]

And that was so valuable to me. Well, how many students could Dr. Greenwood squeeze in? You know, if you have five other advisors, maybe you'd have [laughs] twenty-five a day, maybe. But there was a need for that role modeling, there was a need for someone to encourage students. Students need to know, you know, how do you talk to an instructor? If something is said, and it's problematic for you, how do you approach? And so those were things that, that could be done.

Hendricks: What were some specific activities and programs that you guys put on in those first few years?

[01:22:00]

Coatie: One of the things that we did at the very beginning of the fall term, we had an even that we called the Freshmen Fling. And with that, we would open up the building, we'd maybe have some activity outside in the small yard that was available. But we would send notices out and invite everybody to come and get acquainted, meet, it was a meet and greet. There'd be some snacks and everything there. We would have the upperclassmen available to meet the freshmen. We wanted to meet the freshmen. We wanted them to, to utilize the Special Programs House, now the Multicultural Center.

[01:23:00]

We dubbed it, "your home away from home". There was a very popular station in Indianapolis, WTLC I think it may, I think I heard a little bit of it on the way in town. And we, when we got the building we tried to pick it up and once you got in

Delaware County, you couldn't get it. So we had the radio, stereo system, set up, and the, some of the electrician people here on the physical plant staff worked with us and they added something, I don't know what. It blocked out some of WLBC enough to let Hot 105, or TLC, you know, I guess it's still 105, in.

[01:24:00]

So we could turn that on, and so that by the time you walked in, you could hear, if you were from Indianapolis or where, you could hear some of the music that, that you played at home. You could hear music that played on a station there, and so we then tried to change that atmosphere to that. There was a library upstairs, at the time. And the basement was remodeled to make it a comfortable meet and greet place.

Hendricks: And how long were you the Assistant Director of that program?

Coatie: I was here about fourteen years.

Hendricks: And what were those years? From when to when?

Coatie: Nineteen, October of 1969 until 1983.

Hendricks: Alright. And it was during this time that you were also getting your master's degree, then, from Ball State.

[01:25:00]

Correct?

Coatie: Yes. By 1972 I had my master's.

Hendricks: And what was that degree in?

Coatie: The degree was in Counseling Psychology, and a Sociology minor and the Gerontology, Applied Gerontology [minor].

Hendricks: An article from *The Muncie Times* in 2005 said that you were a professor here for fifteen years. Did you ever teach classes of students?

Coatie: No. I remember doing an interview with a young lady, and I remember seeing that, that she had said professor.

Coatie: [both talking] No, I was Assistant Director.

Hendricks: [both talking] Why do you think they would've said professor?

Coatie: Well, whenever you, for me, whenever I tell somebody that I have worked at a university, the first question is, "oh, were you a professor there?"

[01:26:00]

And professors, professors are the top notch—

Hendricks: Mm-hmm

Coatie: —position in the eyes of onlookers, or people who are not familiar. And even if you are familiar, professors are still top notch.

Hendricks: So you said left Ball State, or you left being the Assistant Director in 1983, correct?

Coatie: Yes.

Hendricks: Did you leave Ball State after that?

Coatie: I left Ball State to become a director.

Hendricks: And where were you a director after that?

Coatie: University of Louisville.

Hendricks: Louisville? And were the director of a Special Programs place there? Or was it in another department?

Coatie: I became, my title was Director of Retention Services. And my, my responsibility, was hired to work with a program having to do with my minority student retention at the university.

[01:27:00]

They didn't have a problem getting students there but they were having a big problem maintaining the enrollment of students.

Hendricks: And so—

Coatie: Of color.

Hendricks: —what were some of your specific duties then, in that position, to help retain student of color?

Coatie: I supervised a staff. I had about, was it fifteen or twenty, faculty members who became faculty mentors to the students in the program. As I said, supervised the

staff. And I was directed to come up with programs that would work with at least four hundred minority students.

[01:28:00]

And increased their, the student, retention of those students. And in time, we ended up having maybe, instead of the four hundred, not that first year, second year, but by year three or so we had about a thousand students involved and coming through the program and retention rates of about eighty percent.

Hendricks: You had grown up in Muncie, gone to school at Ball State for two degrees, and worked in Indiana primarily.

Coatie: Yes.

Hendricks: Why did you choose to work at the University of Louisville then, in a different state? What was the motive behind moving?

Coatie: Well, in some ways I felt like it was time to move on.

[01:29:00]

One of the things that I was curious about: could I do this? I felt like I had been effective here, but can I do this work if I'm not in my hometown? My family's here, they can, they can support me if I need it, if things aren't going well. That was one of the thoughts that I had. I think, you know, one evening I came back for the evening hour shift, because with that particular building we were open from eight to five every day. But on Monday through Thursday, we opened from sixty-thirty to nine-thirty. So I'd go home, see family, eat a little bit, and I'd come back and the grad assistants were in, were supervising those nights if they didn't have classes.

[01:30:00]

Sometimes we needed to supervise. But on this night, I wasn't supervising but I was coming back just to check on things. And I heard, I was on the front porch, and I heard one of the students declare that, "the only reason that Bob Foster and Bob Coatie are here is because they couldn't get hired, they couldn't get a job anywhere else". You know, "Ball State has them here". We, our worth was not appreciated by this gentleman. I thought about that and I knew within myself, I really felt like, "yes you can. Muncie has prepared you. Yes you can. Ball State has prepared you". Not just as a student but for the years that I had worked here, I was prepared.

[01:31:00]

So I began to kind of look around. I interviewed out in places like Iowa State and, I don't even remember where else I might have interviewed. But I sent some things out. And, as a matter of fact, I was offered a job at Northern Arizona University before Louisville offered me the job. And by that time, I had made up in my mind that it was time, I would go. And it wasn't so much, were not based on the student's comment, but that I would go and prove that I could direct an office.

[01:32:00]

But before Flagstaff, before it was time to go to Flagstaff, University of Louisville responded. And I said yes there, because I could still commute to see my family until everyone could move then.

Hendricks: And so your family did eventually move with you to Louisville then?

Coatie: Yes. By the end of the school year, my wife was teaching, my son and daughter were in school her, so rather than move them in the middle of all of that, we waited, they'd get their start.

Hendricks: And what were the names of your children and when were they born?

Coatie: Can I just tell you their ages?

Hendricks: Yeah, you can do that.

Coatie: Kenny, forty – Kenny is fifty-two.

Hendricks: Okay.

Coatie: Dionne is forty-four. And Robert is thirty-eight.

[01:33:00]

Hendricks: Alright. And how—

Coatie: The latter two grew up kind of on this campus.

Hendricks: Yeah.

Coatie: They spent a lot of time.

Hendricks: How long were you at the University of Louisville?

Coatie: I was there for at least nine years.

Hendricks: Nine years. And you started in 1984, correct?

Coatie: Yes.

Hendricks: Alright. So you were talking about wanting to branch out and kind of move away from Muncie.

Coatie: Mm-hmm.

Hendricks: Where was the next place that you went, after the University of Louisville?

Coatie: I went to Miami to work for Florida International University.

Hendricks: So much further from Muncie than Louisville.

Coatie: That's right.

Hendricks: Was that also just because you wanted to move further away from where you had been? Or was there any specific reason why you chose Florida International University?

Coatie: I was tempted by the warmer climate.

Hendricks: Okay.

Coatie: Louisville was warmer than here but it was still very cold. I was tempted by that, having.

[01:34:00]

But the other thing was while I was at the University of Louisville, there was decision made that they needed to merge of programs. And even though we'd had great success there, I could not find out anything in advance about what they were going to do with me, you know. Have a job? What's it going to be? Who do I report to? That's what I was really trying to find out. And I decided that it was time to look for employment. I attended a conference in the state of Florida during the wintertime. Took my family along. They loved it, and I decided to focus on Florida. And Florida University International University offered me a job to direct their Minority Student Service program which is now the Multicultural Programs and Services.

[01:35:00]

And I took it.

Hendricks: And how long were you working for that university?

Coatie: I remained at FIU until retirement. So it was a total of nineteen years.

Hendricks: And what year did you retire?

Coatie: Two thousand twelve.

Hendricks: And were the duties as the director of the Multicultural Program at this university more or less the same as your duties at the University of Louisville and Ball State?

Coatie: They were, there was definitely in the ball park. At the University of Louisville, I had some programs that implemented, that I did not have there.

[01:36:00]

And I had funding that I did not have at Florida International University. So I had to, you know, whereas we had a tutorial program in Louisville, I had one in Florida but I didn't have supplemental instruction as I had it in Louisville. Didn't have the funding for that. So, part of what was needed and desired in, at FIU, was some of the cultural activities. And so we dealt with that. But we also placed great emphasis on the tutorial program that we had and it had students on scholarships and it had that. Whereas at the University of Louisville, they had to earn the scholarship through the program.

[01:37:00]

We kind of recruited students to be on scholarship at FIU.

Hendricks: As we wrap up this interview, I want to return to your roots. You have referred to yourself multiple times in interviews as a "proud Munsonian". What do you mean by that?

Coatie: What do I mean by that? Well I think that feeling and statement has roots in the fact that I've known people I grew up with here in Muncie who have left Muncie, or maybe even just went visiting some place at some point in time. And their point of reference, whether visiting another state or living somewhere else, they were from not Muncie, but Indianapolis.

[01:38:00]

I have no shame about being from Muncie and the size city that it is and what it does not have or did not have. But I've, I've known people that that would be their point of reference. So I've always told people where I was from. That's, that's the business of proud Munsonian. And I've never been any place, and lived any place, or worked any place that I didn't feel comfortable and confident that I could hand that setting, and then later on, since 1968, that my wife and I could not handle that setting.

[01:39:00]

And so, for the, for the positives and the negatives, I give Muncie the credit. And part of the foundation.

Hendricks: Another article from *The Muncie Times* in 2005 described you as, “a builder, a doer, an encourager”. Would you agree with that assessment?

Coatie: I’ve certainly tried over the years. I’ve, I’ve always tried, particularly with students, with people, to encourage them to be all that they can be. And to never give up. If it doesn’t work, Plan A doesn’t work, have a Plan B. But never decide that you cannot do anything. And guess those parents that I had were, you know, a part of that, and other people that came along the way encouraged me in that way.

[01:40:00]

Hendricks: So going off of that, what would you hope that your impact or your legacy would be?

Coatie: My impact [laughs] or my legacy. You know, it’s hard being here as I talk about the fifty years, and the Fifty Years Syndrome. Coming to grips with, the other day I had to grips with it and it’s not fifty years since I was a freshman here but more like the fifty-five have passed. And then looking back, that, you know, playing football, being the fifty-plus years ago, and in a sense I just started thinking about that, in a sense.

[01:41:00]

In terms of my age now, and where I fit in to the Ball State picture. And I would just hope that, from a legacy point of view, for those students, I’m sorry, those alumni, some of which you’ve perhaps talked to, or will be speaking with, that they had a positive experience with some of the things that I was a part of, taking place here at Ball State. Not everybody appreciated the Special Programs House. There were students, let me tell you, in 1970 when that happened, who were upset and they came and sat down.

[01:42:00]

And sat in the lounge of the building to let us know that they did not want a Special Programs House. They wanted a cultural center. They didn’t like that name. And they were of a mind to stay there, claim the territory, until that happened. And, of course I, hadn’t been long since I was a student, but we listened and we talked with them and I told them how long we had and I told them what would happen after that time was up. The secretary was of a mind to remain there, and at a certain time we called campus police to help students understand

that the meeting was over.

[01:43:00]

That kept me from being, going back to be being a student and trying to play football with students, to put them out of the building. So I don't think that was appreciated, but I think with time the building was appreciated even though it did not carry the name. And in writing the proposal for the building, I did not choose that particular name. I had cultural center involved in it. But the decision to work with what we had and to have a library there, which at that time was called the Malcolm X Memorial Library, student name. And so that and everything that we did even the colors used, we had it bright, and so we tried to show students that we did in fact care about them.

[01:44:00]

I would hope that, I would hope that some of the caring has been passed on. Students, people need not remember me by name, but if they had remembered, as I used to tell students, "if I had been helpful to you, make sure that you help someone else and repeat that. Do it often, you know, help somebody else. Again and again".

Hendricks: Is there anything else you would like to say on the record before we conclude?

Coatie: I would just say to you, Lauren, that I feel very honored to be here.

[01:45:00]

I feel honored to have been asked to have words, to be interviewed. Because over the years, every piece of literature that Ball State sends to my door, and anything that I look at online, I'm looking at the total picture, not just the big picture. But I'm looking to see that Ball State is inclusive, and is more inclusive. And when I see that, I feel real, real good. When I don't see it, I don't feel as good, I feel like the mark is being missed. Moreover and more preponderantly, I'm feeling real good about Ball State.


[01:46:00]

Hendricks: Well then on behalf of the Ball State University African American Alumni Oral History Project, I would like to sincerely thank you for your participation today.

Coatie: Thank you.

[01:46:17]

End of interview



* P.S. - I included the picture of u. from the interview as well as tip for navigating the Ball State Library Digital Media Repository to find past articles, and documents about yours (it's where I found that football pic of you!) Please let me know if the need for clarification or if I can help you find information on there ☺

Dr. Coatie,

Thank you so much for taking the time (and making the trip) to be a part of Ball State University African American Alumni Oral History Project. I've been listening to interview as I work through the transcript process and I'm enjoying hearing your stories for the second time just as much as I did first time. Your football stories in particular have me really excited for the next season and the time in the future when we will win another bowl game. I think about the interview every day or so. It was an honor to interview and it was one of the highlights of my college career. I can't wait to share the finished project with you. Thank again so much! Wishing you well - Lauren Hend



thank
YOU



April 20, 2017

Dr. Coatie,

Thank you so much for taking the time (and making the trip) to be a part of the Ball State University African American Alumni Oral History Project. I've been listening to our interview as I work through the transcription process and I'm enjoying hearing your stories for the second time just as much as I did the first time. Your football stories in particular have me really excited for the next season and the time in the future when we will win another bowl game. I think about our interview every day or so. It was an honor to get to interview you and it was one of the highlights of my college career. I can't wait to share the finished project with you. Thank you again so much!

Wishing you well,

Lauren Hendricks

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